STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

Request for Proposals (RFP)
Application Package
(Deadline for Receipt of Applications, Timeline for Subgranting Process,
and Application Overview updated July 20, 2015)

School Improvement Grant (SIG) Program
Discretionary (Competitive) Subgrant
FY 2015–16

The School Improvement Grant is a subgrant program funded by the US Department of Education, authorized under Section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6303(g)); revised in the Consolidated Appropriations Act of 2014 (Pub.L. 113–76), and administered by the South Carolina Department of Education.

Deadline for Receipt of Applications: **September 4, 2015, at 4:30 p.m.**

Pre-application Technical Assistance for Applicants: **July 21, 2015, at 2:00 p.m.**

E-mail of Intent Deadline: **July 13, 2015**

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Issued by:
South Carolina Department of Education (SCDE)
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TABLE OF CONTENTS

PART I: General Information

A. Introduction and Purpose

In conjunction with Title I funds for school improvement reserved under Section 1003(a) of the Elementary and Secondary Education Act of 1965 (ESEA), School Improvement Grant (SIG) funds under Section 1003(g) of the ESEA are used to improve student achievement in Title I schools identified as lowest performing (i.e., identified for improvement, corrective action, or restructuring) so as to enable those schools to make adequate yearly progress and exit improvement status. The US Department of Education (USED) has granted federal fiscal year (FFY) 2014 SIG funds to the South Carolina Department of Education (SCDE) for the state's SIG program. These funds will be administered under the USED's Final Requirements for the School Improvement Grants (available at http://www.gpo.gov/fdsys/pkg/FR-2015-02-09/pdf/2015-02570.pdf). The SCDE's Office of School Transformation, within the Division of Innovation and Effectiveness, is responsible for administering this program.

The purpose of the SIG program is to support local education agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to substantially raise the achievement of students in their lowest-performing schools. The USED requires that 95 percent of the total funding allocation to the state be provided to LEAs and schools; the SCDE can retain 5 percent of the funds for administration, evaluation, and support of the program.

Because the USED has granted South Carolina an ESEA Flexibility Waiver, the SCDE is allowed to subgrant SIG funds through a competitive process to LEAs to serve their schools that have been designated as priority schools and focus schools (see section B, Eligible Applicants).

To be considered for a subaward, an eligible LEA must collaborate with their specific priority and focus schools to identify the specific needs of these individual schools and to develop, complete, and submit an application to implement one of the following reform models in each school based on the identified needs:
- Early Learning Model,
- Evidence-based, Whole-school Reform Model,
- Restart Model,
- Transformation Model,
- Turnaround Model, or
- School Closure Model.

Information on each of these models is presented in section F (see pages 4–10). An LEA must serve each priority school it has the capacity to serve *prior to serving its focus schools*.

Approximately $13.6 million is available for new awards to LEAs during FY 2015–16. Projects are up to five years with funds to support a planning year, three years of reform model implementation, and one sustainability year. The budget term for the planning year is November 1, 2015–July 31, 2016. Continuation awards are not guaranteed but are subject to the availability

of federal funds and the subgrantee's meeting all reporting requirements and demonstrating substantial progress toward meeting their SIG program objectives.

Funds will be distributed to LEA subgrantees on a reimbursement basis for a total project period not to exceed five years. An eligible LEA must apply to serve their specific priority and focus schools.

B. Eligible Applicants

The table below lists the LEAs that meet the eligibility criteria of having federal priority and federal focus schools that may be served with SIG funds. LEA's with federal focus and priority schools who received SIG funding during Cohort I and II (2010–14) are not eligible to apply.

School District	School	FY2014–15 Status
Aiken	Aiken Elementary	Focus School
	Clearwater Elementary	Focus School
	North Aiken Elementary	Focus School
	Paul Knox Middle	Focus School
Barnwell 19*	Macedonia Elementary	Priority School
Barnwell 45*	Barnwell Primary	Focus School
Beaufort	Battery Creek High	Focus School
	Beaufort Elementary	Focus School
	Michael C. Riley Elementary	Focus School
	Mossy Oaks Elementary	Focus School
Charleston	Haut Gap Middle	Focus School
	North Charleston Elementary	Priority School
Cherokee*	John E. Ewing Middle	Focus School
Chesterfield*	Chesterfield-Ruby Middle	Focus School
Darlington	Washington Street Elementary	Priority School
Dorchester 2	Eagle Nest Elementary	Focus School
	Oakbrook Elementary	Focus School
	Summerville Elementary	Focus School
Florence 1	Lucy T. Davis Elementary	Focus School
	North Vista Elementary	Focus School
Florence 3	J.C. Lynch Elementary	Focus School
Georgetown*	Andrews Elementary	Focus School
Greenwood 50*	Hodges Elementary	Focus School
	Lakeview Elementary	Focus School
	Merrywood Elementary	Focus School
	Pinecrest Elementary	Focus School
	Springfield Elementary	Focus School
	Woodfields Elementary	Focus School
Horry	Green Sea Floyds High	Focus School
	Homewood Elementary	Focus School

	Myrtle Beach Middle	Focus School
	Palmetto Academy of Learning Motorsports	Focus School
	Whittemore Park Middle	Focus School
Kershaw	Pine Tree Hill Elementary	Focus School
Lexington 2	Brookland-Cayce Grammar Number 1 (Elementary)	Focus School
	Saluda River Academy for the Arts	Focus School
Lexington 3*	Batesburg-Leesville Elementary	Focus School
Lexington 5	Nursery Road Elementary	Focus School
Marlboro County Schools*	Bennettsville Elementary	Priority School
Orangeburg 5*	Marshall Elementary	Focus School
	Rivelon Elementary	Priority School
Richland 1	Carver-Lyon Elementary	Priority School
	Watkins-Nance Elementary	Priority School
Richland 2	Killian Elementary	Focus School
Saluda	Hollywood Elementary	Focus School
	Saluda High	Focus School
SC Public Charter School	East Point Academy	Focus School
Spartanburg 1	O.P. Earle Elementary	Focus School
Spartanburg 3	Pacolet Elementary	Focus School
Spartanburg 4	Woodruff High	Focus School
Spartanburg 5	Wellford Academy of Science and Technology	Focus School
Spartanburg 6	Woodland Heights Elementary	Focus School
Spartanburg 7	Cleveland Academy of Leadership	Priority School
York 3	Northside Elementary	Focus School

*Note: These LEAs, which qualify for services under subpart 2 of Part B of Title VI of the ESEA, are eligible to modify one element of the turnaround or transformation model so long as the modification meets the intent and purpose of the original element, in accordance with Section I.A.4(a)(9) of the final SIG requirements.

C. Competitive Priorities

No competitive priorities apply to this funding round.

D. Timeline of Subgranting Process

Date	Activity/Action
June 11, 2015	Communication to LEA's of upcoming SIG RFP and TA sessions
June 15–30, 2015	Technical assistance to LEAs on application process
July 7, 2015	Final RFP posted and available on SCDE website
July 13, 2015	Deadline for E-mail of Intent
July 21, 2015	Pre-application technical assistance session
September 4, 2015	SIG applications due to the SCDE

September 16–30, 2015	SCDE will conduct review of LEA applications
November 2015	SCDE will award FY 2014 SIG funds to LEAs
November–December 2015	New project technical assistance session

E. Technical Assistance Sessions for Applicants

The Office of School Transformation will offer a series of technical assistance sessions during June 2015 for eligible applicants and their priority and focus schools to communicate information about the new SIG requirements, how to conduct a needs assessment, and reform model options and selection. The schedule for these sessions will be communicated directly to eligible LEAs and their schools. These sessions will be recorded via Blackboard Collaborate to enable 24-7 access following the sessions.

A pre-application technical assistance session will also be offered via Blackboard Collaborate on **Tuesday, July 21, 2015**, from 2:00 p.m. until 4:00 p.m. To participate, go to https://sas.elluminate.com/m.jnlp?sid=2013163&password=M.03B96DA671873DC881EF7AE341F6AC. No password is required to join the session. Participants should enter their full names when logging in to the session. Participants will be able to log in 30 minutes prior to the start of the session to test their equipment's audio and video settings and to download/print handouts. While participation is not mandatory in order to submit an application, it is *highly recommended*.

F. Statutory, Federal, and Other Requirements

Applicants must propose projects that adhere to the following requirements for the SIG program from statute, federal guidance, and the Final Requirements for School Improvement Grants.

In the final requirements, the USED expanded the number of available reform models for implementation in low-performing schools from the original four (Closure, Restart, Transformation, and Turnaround) to seven by adding two new models (Early Learning and Evidence-based, Whole-school Reform) and giving states the option of proposing an additional State-determined, Whole-school Reform Model. South Carolina did not choose to propose an additional Whole-school Reform Model. The requirements of the available reform models are presented below.

Early Learning Model
Available only for elementary schools, an LEA implementing this must—
1. Implement *each* of the following early learning strategies—
    a. Offer full-day kindergarten, and
    b. Establish or expand a high-quality preschool program (as defined in the final requirement) (see appendix A, Definition of Terms Used);
2. Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher-student interactions;

3. Replace the principal who led the school prior to commencement of the Early Learning Model;
4. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that meet the requirements described in Section I.A.2(d)(1)(A)(ii) of the final requirements;
5. Use the teacher and principal evaluation and support system described in Section I.A.2(d)(1)(A)(ii) of the final requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
6. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in Section I.A.2(d)(1)(A)(ii) of the final requirements, if applicable;
7. Use data to identify and implement an instructional program that—
   a. Is research-based, developmentally appropriate, and vertically aligned from one grade to the next as well as aligned with South Carolina's early learning and development standards and South Carolina's academic standards; and
   b. In the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions;
8. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students; and
9. Provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Evidence-based, Whole-school Reform Model
An evidence-based, whole-school reform model—
1. Is supported by evidence of effectiveness, which must include at least one study of the model that—
   a. Meets What Works Clearinghouse evidence standards with or without reservations;
   b. Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse; and
   c. If meeting What Works Clearinghouse evidence standards with reservations, includes a large sample and a multi-site sample as defined in 34 CFR 77.1 (*Note*:

multiple studies can cumulatively meet the large and multisite sample requirements so long as each study meets the other requirements in the final requirements);

2. Is a whole-school reform model as defined in these requirements; and
3. Is implemented by the LEA *in partnership with a whole-school reform model developer* as defined in the final requirements.

The USED has posted their *approved* evidence-based, whole-school reform models at http://www2.ed.gov/programs/sif/sigevidencebased/index.html.

Restart Model

A Restart Model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (see appendix A, Definition of Terms Used). The rigorous review process must include a determination by the LEA that the selected charter school operator, CMO, or EMO is likely to produce strong results for the school.

In making this determination, the LEA must consider the extent to which the schools currently operated or managed by the selected charter school operator, CMO, or EMO, if any, have produced strong results over the past three years (or over the life of the school, if the school has been open for fewer than three years), including—

1. Significant improvement in academic achievement for all of the groups of students described in Section 1111(b)(2)(C)(v) of the ESEA;
2. Success in closing achievement gaps, either within schools or relative to all public elementary school and secondary school students statewide, for all of the groups of students described in Section 1111(b)(2)(C)(v)(II) of the ESEA;
3. High school graduation rates, where applicable, that are above the average rates in the state for the groups of students described in Section 1111(b)(2)(C)(v) of the ESEA; and
4. No significant compliance issues, including in the areas of civil rights, financial management, and student safety.

In addition, a Restart Model *must* enroll, within the grades it serves, *any former student* who wishes to attend the school.

School Closure Model

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Transformation Model

In the Transformation Model, an LEA implements *each* of the following four elements:

1. Developing and increasing teacher and school leader effectiveness.
   a. Required activities. The LEA must—

i. Replace the principal who led the school prior to commencement of the Transformation Model;

ii. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that—

1. Will be used for continual improvement of instruction;
2. Meaningfully differentiate performance using at least three performance levels;
3. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth (as defined in the final requirements) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys;
4. Evaluate teachers and principals on a regular basis;
5. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
6. Will be used to inform personnel decisions.

iii. Use the teacher and principal evaluation and support system described in Section I.A.2(d)(1)(A)(ii) of the final requirements to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; and

iv. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of students in the school, taking into consideration the results from the teacher and principal evaluation and support system described in Section I.A.2(d)(1)(A)(ii) of the final requirements, if applicable.

b. *Permissible activities.* An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as—

i. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

ii. Instituting a system for measuring changes in instructional practices resulting from professional development; or

iii. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

2. Comprehensive instructional reform strategies.
   a. *Required activities.* The LEA must—

i. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards;

ii. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; and

iii. Provide staff ongoing, high quality, job-embedded professional development (e.g.*,* regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

b. *Permissible activities.* An LEA may also implement comprehensive instructional reform strategies, such as—

i. Conducting periodic reviews to ensure that the instruction is implemented with fidelity to the selected curriculum, is having the intended impact on student achievement, and is modified if ineffective;

ii. Implementing a school-wide ''response-to-intervention'' model;

iii. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that English learners acquire language skills to master academic content;

iv. Using and integrating technology-based supports and interventions as part of the instructional program; and

v. In secondary schools—

1. Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project- ,inquiry- , or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

2. Improving student transition from middle to high school through summer transition programs or freshman academies;

3. Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

4. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

3. Increasing learning time and creating community-oriented schools.

a. *Required activities.* The LEA must—

      i.   Establish schedules and strategies that provide increased learning time (as defined in these requirements); and

      ii. Provide ongoing mechanisms for family and community engagement.

   b. *Permissible activities.* An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as—

      i.   Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

      ii. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

      iii. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

      iv. Expanding the school program to offer full-day kindergarten or prekindergarten.

4. Providing operational flexibility and sustained support.

   a. *Required activities.* The LEA must—

      i.   Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully each element of the Transformation Model to substantially improve student achievement outcomes and increase high school graduation rates; and

      ii. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

   b. *Permissible activities.* The LEA may also implement other strategies for providing operational flexibility and intensive support, such as—

      i.   Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

      ii. Implementing a per-pupil, school-based budget formula that is weighted based on student needs.

Turnaround Model

In the Turnaround Model, an LEA must implement *each* of the following elements:

1. Replace the principal and grant the principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully each element of the Turnaround Model.

2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students—

   a. Screen all existing staff and rehire no more than 50 percent; and

   b. Select new staff.

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place,

and retain staff with the skills necessary to meet the needs of the students in the turnaround school.

4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new ''turnaround office'' in the LEA or SEA, hire a ''turnaround leader'' who reports directly to the superintendent or chief academic officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.

7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

8. Establish schedules and implement strategies that provide increased learning time (as defined in the final requirements).

9. Provide appropriate social-emotional and community-oriented services and supports for students.

An LEA implementing the Turnaround Model may also implement other strategies such as—

1. Any of the required and permissible activities under the Transformation Model; or
2. A new school model (e.g., themed, dual language academy).

Applicable Federal Regulations

Applicants should review the following federal regulations, accessible at the electronic Code of Federal Regulations (CFR) Web site (www.ecfr.gov), which are applicable to the SIG program. Applicants are reminded that, if funded, their programs must comply with these regulations.

- 2 CFR Part 25—Universal Identifier and System of Award Management
- 2 CFR Part 170—Reporting Subaward and Executive Compensation Information
- 2 CFR Part 175—Award Term for Trafficking in Persons
- 2 CFR Part 180—OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-Procurement)
- 2 CFR Part 200—Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (*Note*: 2 CFR Part 200.210(a)(1)) requires that a grant recipient's name match their registered name in DUNS, the Data Universal Numbering System, for their DUNS number)
- 2 CFR Part 3485—Department of Education Nonprocurement Debarment and Suspension
- 34 CFR Part 77—Definitions that Apply to Department Regulations
- 34 CFR Part 82—New Restrictions on Lobbying

- 34 CFR Part 84—Government-wide Requirements for Drug-free Workplace
- 34 CFR Part 99—Family Educational Rights and Privacy.

Additional information on select government-wide regulations is presented below:

Universal Identifier and System of Award Management—2 CFR Part 25: Effective October 1, 2010, all grant applicants must obtain a Dun and Bradstreet (D&B) Data Universal Numbering System (DUNS) number as a universal identifier for federal financial assistance. Active grant recipients and their direct subrecipients of a subgrant award also must obtain a DUNS number. Contact your LEA's Finance Office to obtain the DUNS number.

An applicant must also register its DUNS number in the Systems for Award Management (SAM). If you were registered in the Central Contractor Register (CCR), your entity's information is already in SAM and you will just need to set up a SAM account. To register in SAM, you will need your entity's DUNS and your entity's Tax ID Number (TIN) and taxpayer name (as it appears on your last tax return). Registration should take 3–5 days. If you do not receive confirmation that your SAM registration is complete, please contact SAM at www.sam.gov/. For more information, visit the USED's SAM.gov tip sheet at http://www2.ed.gov/fund/grant/apply/sam-faqs.html or the Federal Service Desk.

The SCDE cannot make a subaward of federal funds to an applicant until the applicant has complied with the requirements described in 2 CFR Part 25 to provide a valid DUNS number and maintain an active SAM registration with current information.

Reporting Subaward and Executive Compensation Information—2 CFR Part 170: The Federal Funding Accountability and Transparency Act (FFATA) of 2006 (Public Law 109–282), as amended by Section 6202 of Public Law 110–252, requires primary grantees of federal grants and cooperative agreements to report information on subgrantee obligations and executive compensation. FFATA promotes open government by enhancing the federal government's accountability for its stewardship of public resources. This is accomplished by making government information, particularly information on federal spending, accessible to the general public.

Primary grantees, like the SCDE, are required to report actions taken on or after October 1, 2010, that obligate $25,000 or more in federal grant funds to first-tier subgrantees. This information must be reported in the government-wide FFATA Subaward Reporting System (FSRS). In order to access FSRS, a current SAM registration is required. A primary grantee and first-tier subgrantees (like the LEA that receives a SIG subgrant) must also report total compensation for each of its five most-highly compensated executives. Every primary and first-tier subgrantee must obtain a DUNS number prior to being eligible to receive a grant or subgrant award. Additional information will be provided to subgrant recipients upon award.

General Education Provisions Act Compliance: To comply with Section 427 of the

General Education Provisions Act (GEPA), each applicant must submit an appropriate GEPA statement as described on page 68 of this RFP as part of their application.

<u>SIG Assurances and SCDE Assurances and Terms and Conditions</u>
By signing the Certification Signature Page (page 62), the applicant assures that it will—
1. Use its School Improvement Grant to fully and effectively implement an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority and focus school that it serves with school improvement funds;
3. Report to the SCDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation; and
4. Ensure that each priority and focus school that it commits to serve receives all of the state and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

The applicant also assures that it will comply fully with the SCDE's Assurances and Terms and Conditions for Federal Awards and Subawards (pages 64–67). Applicants should thoroughly review the Assurances and Terms and Conditions for Federal Awards and Subawards to ensure that, if awarded a grant, they are capable of full compliance, especially with all the referenced federal regulations and state laws in order to enter into an agreement with the SCDE for this program. For example, in compliance with 2 CFR Part 200.112, applicants must disclose in writing any potential conflict of interest to the SCDE in accordance with the USED's conflict of interest policy. A signed Certification Signature Page (page 62) is required with the grant application and *legally binds* the applicant to the agency's Assurance and Terms and Conditions and the SIG Assurances.

G. Authorized Activities

The overall goal of the SIG program is to improve student academic achievement in South Carolina's lowest-achieving schools through the implementation of one of the SIG school reform models. Funds must be used for activities related to planning for and implementing the selected reform model in the school to be served. See the reform models on pages 4–10 for their required activities and permissible activities.

The SIG Guidance for awards made with FY 2014 funds (March 2015; accessible under "Information for Grantees" at http://www2.ed.gov/programs/sif/index.html) provides additional information on authorized activities. For example, the guidance clarifies that technology acquisition and minor renovations may be allowable activities depending on the specific circumstances of the school to be served; the following is from page 44 of the guidance under item H–29:

> If an LEA determines, with an eye toward the ultimate goal of improving student achievement, that, for example, the use of new technology is essential for the full and

effective implementation of one of the models, it may deem the costs associated with that new technology a reasonable and necessary use of SIG funds. For example, if an LEA chooses to accelerate learning by implementing Web-based interim assessments and aligned on-line instructional materials for students and that implementation requires computers placed in classrooms rather than in a computer lab and wireless connectivity, it may use SIG funds to carry out minor remodeling needed to accommodate the computers in the classrooms and the wireless connectivity. Similarly, if an LEA determines, again with an eye toward the ultimate goal of improving student achievement, that minor remodeling is necessary due to the addition of a preschool program, for example, SIG funds may be used to make minor alterations to bathroom facilities to accommodate small children.

Please note that, under 34 CFR § 77.1(c), "minor remodeling" means "minor alterations in a previously completed building," and also includes the "extension of utility lines, such as water and electricity, from points beyond the confines of the space in which the minor remodeling is undertaken but within the confines of the previously completed building." "Minor remodeling" specifically "does *not* include building construction, structural alterations to buildings, building maintenance, or repairs." (34 CFR § 77.1(c) (emphasis added).)

An applicant must include any activities and the related costs that they wish to support with SIG funds in the application budget for review and approval by the SCDE. The applicant should consult federal cost principles in 2 CFR Part 200 and the SIG guidance to ensure their proposed costs are allowable and allocable to the project. In addition, the LEA must keep records to demonstrate that such costs are directly attributable to its implementation of a school intervention model as well as reasonable and necessary.

H. Unauthorized Activities

Activities not related to improving student academic achievement in eligible schools through the implementation of one of the SIG school reform models are not authorized. Construction, structural alterations to building, building maintenance, or repairs are not authorized activities for SIG ("minor remodeling" may be allowable; see section G, Authorized Activities).

I. Program Accountability and Monitoring

The SCDE is responsible for monitoring SIG program implementation to support LEAs that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. This monitoring will be conducted in accordance with the following program accountability requirements:

1. Each applicant receiving funding through this RFP meets the eligibility requirements for the subgrant described herein, and the applicant has provided all required assurances that it will comply with all program implementation and reporting requirements established through this RFP.

2. Each applicant receiving funding through this RFP appropriately uses these funds as described in this application package.
3. Each applicant implements activities funded through this application within the timeline in which the funds provided are to be used.

To fulfill its monitoring responsibilities, the SCDE requires subgrantees to submit appropriate fiscal and program documentation following guidance provided by the SCDE program office. In addition, representatives of the state may conduct site visits to a selected representative sample of funded applicants. The purpose of these visits is to validate information submitted by applicants and to gather additional information from interviews and observations for monitoring and evaluation purposes.

In compliance with 2 CFR Part 200.205, the SCDE will conduct a pre-award risk assessment of potential subgrantees before a grant award is issued. As a part of this process, applicants may be subjected to an evaluation of their financial system, internal controls, and policies and procedures by the SCDE's Office of Auditing Services. The review process and procedures are accessible at http://ed.sc.gov/agency/as/.

Applicants awarded subgrant funds must satisfy periodic reporting and accountability requirements throughout the term of the subgrant. These requirements address (1) program accountability; (2) performance reporting; (3) annual budget; (4) monitoring; (5) program evaluation; and (6) technical assistance.

1. Program Accountability
Each identified subgrantee is responsible for carrying out its responsibilities in accordance with Section 1003(g) of the ESEA and the USED's Final Requirements for the School Improvement Grants (available at http://www.gpo.gov/fdsys/pkg/FR-2015-02-09/pdf/2015-02570.pdf); all applicable statutes, regulations, and programmatic guidance; and its approved subgrant application and work plan. Subgrantees are required to submit monthly reports to the SCDE on the use of subgrant funds and the progress of proposed subgrant activities.

2. Performance Reporting
Performance reporting requirements include those for both programmatic reporting and fiscal reporting.

Programmatic Reporting Requirements
An annual performance report (APR) must be submitted to the SCDE to report project progress no later than June 1 of each year. The subgrantee is responsible for ensuring that reports are accurate, complete, and submitted on time. Progress toward achieving subgrant goals and objectives will be monitored through the APR process. The Office of School Transformation will provide the subgrantee with the specific APR template to complete for their project year (i.e., planning, implementation, or sustainability).

Fiscal Reporting Requirements
Subgrantees must upload their approved budget into the Grants Accounting Processing System (GAPS) following receipt of their grant award notification and prior to submitting any reimbursement requests. GAPS training will be provided to subgrantees at a later date. All expenditure reports must be submitted through GAPS. Submission of expenditure reports will be required monthly throughout the grant award period; expenditure reports are due on the fifteenth of the month following the reporting month (i.e., the expenditure report for November 2015 is due December 15, 2015). The subgrantee is responsible for ensuring that reports are accurate, complete, and submitted on time. The subgrantee must submit a final fiscal report to the SCDE that covers the duration of the grant award.

3. Project Budget
A project budget of projected expenditures to be funded by the subgrant must be submitted with the application. An annual budget must be submitted to the SCDE no later than June 1 for each subsequent year of the subgrant.

4. Monitoring
The SCDE will monitor subgrantees by reviewing and approving the progress reports and annual performance reports. All information in monitoring reports is subject to verification.

The SCDE may conduct site visits. Subgrantees must agree to site visits conducted by the SCDE or federal program representatives. The purpose of site visits is to validate information provided in fiscal and program reports as well as to gather more detailed information on implementation efforts and challenges from interviews and observations for monitoring and evaluation purposes.

The SCDE may require additional information from the subgrantee, verify information with the authorizing agency, or require the submission of additional documentation including, but not limited to, invoices, receipts, and personnel time and effort reports. Prior to a site visit, the subgrantee may be required to submit additional relevant information that will allow the SCDE to conduct a useful, efficient, and effective visit. The SCDE may require electronic submission of documents instead of a paper copy submission.

SCDE staff will verify the contents of documentation submitted. Subgrantee may be asked to revise reports when
- non-allowable expenses are found;
- reports are confusing or difficult to understand; or
- there are unexplained discrepancies between the proposed use of subgrant funds, as provided in the annual budget, and actual expenditures found in the submitted documentation.

5. Program Evaluation

Subgrant Recipient Project Monitoring and Evaluation
Subgrant recipients are required to conduct ongoing monitoring and evaluation to ensure project goals are achieved. Progress toward meeting project goals is to be reported through the annual progress review process.

A final project evaluation report is to be completed before the end of the subgrant period. The final evaluation report must address project success toward each goal stated in the application. If a subgrantee fails to conduct the final project evaluation report before the end of the subgrant period, or if any of the performance requirements in section I.2 are not completed, the SCDE may consider the subgrantee a high-risk regarding future funding opportunities.

SCDE External Review
The SCDE is required to contract for an external evaluation of the SIG program. The USED or its representatives may conduct evaluation of the SIG program as well. Subgrant recipients are required to comply with any request by the USED or its evaluation subcontractor, or the SCDE and its evaluation subcontractor, including, but not limited to, requests for information, site visits, interviews, completing surveys, or participating in data collections.

6. Technical Assistance to Subgrantees
Subgrantees are required to participate in any technical assistance that the SCDE may conduct related to completing and filing reports or other requirements of the SIG program subgrant. Delivery of such technical assistance may include webinars and conference calls.

J. Fiscal Operations

Subgrantees must use SIG funds for allowable expenditures during the subgrant period. SIG program funds are disbursed on a reimbursement basis. The SCDE will deobligate any unspent funds remaining at the end of the subgrant period. Indirect costs are allowed. Matching or in-kind funds are not required but can be helpful to indicate the capacity for sustainability. Applicant should reference the cost principles in 2 CFR Part 200.

Allowable Costs
Subgrants must be used in accordance with statutory and regulatory requirements to improve student academic achievement in a priority or focus school through the implementation of one of the SIG school reform models. See the reform models on pages 4–10 for their required activities and authorized activities in section G on pages 12–13.

Unallowable Costs
A subgrantee may not use SIG funds for unauthorized activities as discussed in section H (page 13) or unallowable costs as presented in the federal cost principles at 2 CFR Part 200 (subpart E).

K. Supplement, Not Supplant

SIG program subgrant funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or non-federal funds. Programs may not use subgrant funds to pay for existing levels of services funded from any other sources. For example, SIG funds may not be used to fund the reading coach required by the Read to Succeed Act, 2014 S.C. Act 284 and/or funded under the General Appropriations Act, 2014 S.C. Act 286 Proviso 1.88, but may be used to fund other or additional instructional support positions not required by statute or regulation. SIG program subgrant funds may not be used for new construction, building purchase, or purchases that do not directly support the approved reform model.

L. Review and Selection Process

Only those grant applications that are received by the deadline and deemed complete will be forwarded for review and funding consideration. All required materials including forms and appendices must be submitted for the application to be considered complete and eligible for review. Program staff will conduct an initial review of applications for completeness and compliance with the RFP instructions. No incomplete applications will be forwarded to the selected reviewers or considered for funding.

Three reviewers from diverse backgrounds without a vested interest in any application being funded will evaluate each application based on the quality of the proposed activities and the capability of the applicant to implement the proposed project. The review team is comprised of experienced grant readers from various professions and entities, including the SCDE.

Reviewers will use the scoring rubric on pages 41–61 to read and score each application independently. After the three reviewers have individually rated each application, the scores will be averaged. An application can earn up to 100 points for an average score. Applications that fail to earn an average score of 80 or higher will receive first consideration for funding.

Applications will be rank ordered by averaged scores. Subject to the SCDE's final approval, the availability of federal funds, geographic equity, and the inclusion of priority programming, grant awards will be made starting with applications that earned an average score of 80 points or higher. To the extent practical, the SCDE will award subgrants equitably among geographic regions within the state to include rural and urban communities. If funds remain following these awards, the SCDE will consider funding remaining applications earning an average score within the adequate/meets range until all funds are allocated.

Prior to making awards, the SCDE's Office of Auditing Services will conduct a pre-award risk assessment. Based upon the results of this assessment, special conditions may be applied to the award that may include, but are not limited to, requirements for more frequent programmatic or financial reporting, increased monitoring of subgrant activities, and the provision of additional technical assistance. The SCDE reserves the right to interview applicants recommended for funding, request additional documentation, and make a site visit as appropriate to ensure compliance with federal requirements.

The SCDE reserves the right to negotiate final budgets and to disqualify costs associated with any line items that are unallowable, unallocable, unreasonable, or inconsistent with the program's goals or the proposed project's activities and strategies.

Continuation awards are subject to the availability of federal funds and the subgrantee meeting all reporting requirements and demonstrating substantial progress toward meeting their SIG program objectives. The SCDE will review the subgrantee's prior year audit, year-end reports, and annual budget and ensure the availability of funds before awarding any continuation grants.

Grant awards are not final until an SCDE grant award notice is fully executed. Notification of funding will be sent in November 2015 to the authorized official listed on the Certification Signature Page. After the notification of awards, copies of the reviewers' comments and score sheets will be sent to the contact person identified in the online application.

M. Appeals Process

An applicant who has submitted a proposal that the SCDE does not fund has 30 calendar days after receiving notification that the proposal is not funded to request a review of the process. Scores may not be appealed. An unfunded applicant may inquire as to whether or not the application process was followed. The request for review must be directed to the State Superintendent of Education and must state the reasons for the request. The SCDE will conduct a hearing in accordance with the provision of 34 CFR Part 76.401.

PART II: Application Overview, Content, and Instructions

Read *all* guidelines and criteria carefully before preparing your application. Adhere to font, format, page limit, and organizational requirements. Only applications that include *all* sections *and* appendices and fully adhere to these guidelines will be reviewed and considered for funding. Incomplete applications *will not* be reviewed.

A. Application Overview

Applications *must* be submitted online. Applicants are encouraged to prepare *all* of the following elements of the application *before* beginning the online submission process. Do not wait until the last minute to submit an application. Applicants should use the following overview as a checklist to ensure that they submit a complete application with items labeled accordingly and presented in the order outlined below. Verify that all components of the narrative and appendices are included prior to uploading attachments.

The School Improvement Grant (SIG) Application Submission is organized into the following sections (also see the screenshots on pages 32–37):

- ☐ Online Forms
    - ☐ Applicant Information
    - ☐ Contact Information
        - Contact Person Information
        - Superintendent Information
        - Financial Director Information
        - Title I Coordinator Information
    - ☐ School Information (including Principal's Information)
    - ☐ Funding Information
    - ☐ Budget Summary
- ☐ Proposal Attachments
    - ☐ Program Summary
    - ☐ Application Narrative
        - Needs Statement
        - Project Design
        - Strategies
        - Management and Sustainability
        - Evaluation
    - ☐ Budget Narrative
    - ☐ Appendices
        - Certification Signature Page (located on page 62)
        - GEPA Statement (see page 68 for guidance)
        - Timeline of Strategies
        - Résumés of Project Director and Key Personnel
        - Chart of Community Partners and Involvement

B. Application Narrative Format

Length of Narrative:	Maximum of 25 pages per school to be served. Project Summary, required forms and appendices (Timeline of Strategies, résumés of project director and key personnel, Chart of Community Partners and Involvement), and application budget are not included in page count.
Required Font/Size:	Times New Roman/12.
Margins:	1" on all sides.
Page Numbers:	Insert at bottom right. All pages must be numbered.
Spacing:	All pages should be double-spaced; charts and tables may be single-spaced.
Final File Format:	PDF document for narrative and appendices; Excel file for budget.

Each section must be clearly identified using the headings provided in the instructions below. Sections *may not* be combined. Reviewers will not consider information requested in one section that is provided in another section.

C. Online Application Submission

To access the online application, go to https://scde.formstack.com/forms/school_improvement_grant_2015_16. The online submission is organized into two sections—Online Forms and Proposal Attachments.

Provide the primary applicant's nine-digit Data Universal Numbering System (DUNS) number and Taxpayer Identification Number (TIN) in the application form. Applicants should contact their organization's finance office if they need assistance with these items.

Use the instructions below to compile and complete all proposal attachments prior to submitting your application. Follow the directions in each section for saving the documents and refer to the screenshot on page 36 for upload locations.

D. Project Summary

In no more than three pages, provide a concise background on the LEA and the school(s) to be served, identify the selected SIG reform model for each school, state the objectives, state the amount of funds requested, and summarize the strategies for planning, implementation, and sustainability. Describe how participation in the SIG project will build capacity in the LEA and each school to be served.

When completed, save this page as a *single* PDF document to be uploaded as an attachment in the online application.

E. Application Narrative Content

Use the following directions to write the application/proposal narrative and organize it into sections following the sequence presented below. Include a Table of Contents as the first page of the narrative (not included in the page limit). Do *not* combine sections. Required components must be located in their designated sections in order to be scored.

When complete, save the narrative as *one* PDF document to be uploaded into the online application where indicated in the attachments section.

1. Needs Statement (maximum of 15 points available)

An LEA must conduct a needs assessment in collaboration with each priority and focus school it commits to serve. The individual school's needs assessment should involve the school leadership, staff, and the local community to identify specific school needs and contribute to the selection of an appropriate reform model to address those needs. The intervention/reform model selected should be justifiable according to the needs of the individual school.

   a. Schools to be Served

Identify each priority and focus school your LEA proposes to serve using SIG program funds. In a table formatted like the one below, include each school's NCES ID number and the intervention model selected for implementation in the school. The models an LEA may select for school-level implementation are (1) Turnaround; (2) Restart; (3) Closure; (4) Transformation; (5) Evidence-based, Whole-school Reform; and (6) Early Learning. Note that LEAs in which one or more priority schools are located must serve all of these schools before it may serve one or more focus schools.

SCHOOL NAME	NCES ID #	PRIORITY	FOCUS	INTERVENTION
Priority School ES #1	xxxxxx	X		Turnaround
Priority School HS #1	xxxxxx	X		Restart
Priority School MS #1	xxxxxx	X		Transformation
Priority School ES #2	xxxxxx	X		Turnaround
Priority School MS #2	xxxxxx	X		Evidence-based, Whole-school Reform
Focus School ES #1	xxxxxx		X	Turnaround

   b. Needs Assessment
   For each priority and focus school that the LEA proposes to serve,
   - describe the needs assessment process, including how you analyzed
     - the current instructional programs, school leadership, and school infrastructure, and
     - the needs identified by families and the community;
   - describe how the LEA has taken into consideration family and community input in selecting the intervention; and
   - discuss how the selected reform model for each school specifically aligns to the needs identified in that school.

c. Prior Improvement Initiatives

Provide a detailed description of any prior improvement initiatives implemented by the LEA over the past five years and identify the impacted schools to include all of the following:

- the years and total budgets allocated for each initiative;
- an analysis of what interventions, strategies, and/or processes worked and did not work in prior initiatives;
- discussion of the reasons behind success(es) and/or failure(s) with prior improvement initiatives; and
- a description of how lessons learned are contributing to the current application needs assessment.

2. Project Design (maximum of 25 points available)

The Grant Design Chart located on page 70 of this application packet may be used to develop the operational plan for each school to be served in the proposed project. This form is not part of the application submission but is a tool for developing the operational plan only.

a. Objectives

Objectives are clear statements of what the LEA proposes to accomplish with the proposed SIG program. Objectives must reflect the results of the needs assessment, mirror the purpose of the subgrant award, and address the needs identified in the previous section.

Objectives are statements that define the results the applicant expects to achieve through the proposed SIG project. They explain the methods the applicant will use to achieve the overall purpose of the subgrant award. Objectives break the overall purpose down into smaller parts that provide specific, measurable actions by which the purpose can be accomplished. They refer to specific activities in a proposal and must be specific, measurable, achievable, relevant, and time-specific (SMART).

The two general types of objectives are *process* and *outcome*. *Process objectives* focus on the activities to be completed in a specific time period. They enable accountability by setting specific activities to be completed by specific dates. Process objectives explain what you are doing and when you will do it. They describe participants, interactions, and activities. For example: By June 30, 2016, provide 25 training sessions for 200 literacy coaches and English language arts teachers in the use of integrated classroom technology.

Outcome objectives express the intended results or accomplishments of project or program activities. They most often focus on changes in policy, a system, the environment, knowledge, attitudes, or behavior.

Objectives are meant to be realistic targets for the project or program. They are written in the active voice and use action verbs such as plan, write, augment, enhance, conduct, initiate, and produce (rather than more vague terms like learn, understand, feel). Well-written objectives will always answer the following question: *Who* is going to do *what*, *when*, and *to what extent*?

Consider quantities or things measurable and refer to a problem or need statement and the outcome of proposed activities when developing a well-stated objective. The figures used should

be verifiable. Remember, if the proposal is funded, the stated objectives will probably be used to evaluate the project/program progress, so be realistic.

List all project objectives. Each objective should be specific, measurable, achievable, relevant, and time-specific (SMART) to the extent possible. For each objective, include a description of
- how the objective reflects the results of the needs assessment,
- how the objective mirrors the purpose(s) of the subgrant award, and
- how the objective may be evaluated to determine how well initiatives worked.

The chart located on page 71 of this application packet may be used to develop the objectives. One form should be used for each objective. This form is not part of the application submission but is a tool for developing objectives only.

b. Reform Model Plan
Reform models chosen for schools must be consistent with final SIG requirements. Clearly describe the overall actions the LEA has taken, or will take, to design and implement a plan consistent with the final SIG requirements for the reform model(s) selected for each priority or focus school.

c. Evidence-based, Whole-school Reform Model
If applicable, an LEA that proposes to implement an Evidence-based, Whole-school Reform Model must demonstrate that
- the evidence of effectiveness supporting the model includes a sample population or setting similar to that of the school to be served, and
- it has partnered with a whole-school reform model developer, as defined in the SIG requirements.

Describe how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).

d. Restart Model
If applicable and if the LEA proposes to use SIG funds to implement the Restart Model in one or more eligible schools, the applicant must demonstrate that the LEA will conduct a rigorous review process of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools that is consistent with the final SIG requirements. Describe how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).

e. Rural School Eligibility
If applicable, an LEA that is eligible under subpart 1 or 2 of Part B of Title VI of the ESEA (Rural Education Achievement Program) and proposes to modify one element of the Turnaround or Transformation Model must clearly
- identify the element to be modified, and

- demonstrate how the modification meets the intent and purpose of the original element.

   f. <u>Adequacy of Resources</u>

Applicant must demonstrate that the LEA will provide adequate resources and related support to each school it commits to serve.

Explain how the LEA will provide adequate resources and related support to each school it commits to serve by including the following:
- Describe the resources and support that are likely to be needed by the school(s) to be served in each phase of the project (i.e., planning, implementation, and sustainability).
- Describe the specific actions taken or to be taken to determine the LEA's capacity to provide these resources and support to the schools to be served.
- Describe specific actions taken or to be taken to align other resources (for example, Title I funding) with the selected reform model(s).
- Demonstrate how the LEA has the capacity to use SIG funds, as applicable, to fully and effectively implement the selected reform model(s) in each of the designated schools on the first day of the first school year of full implementation.

   3. <u>Strategies (maximum of 30 points available)</u>

In this section, the LEA should describe the specific strategies for each school(s) during planning and the implementation years, as well as describe how the LEA will support and facilitate those strategies. Strategies should be designed in collaboration with the leadership and staff of the school(s) to be served and should support the selected reform model.

Strategies are considered those tasks that are the catalyst to help schools and educators achieve objectives. For example, in a classroom, strategies are what the teacher does/plans for the students to do so that they learn.

As applicable, strategies should be based on scientifically based, or evidence-based, interventions; they must be related to methods/design that the applicant will pursue to help schools achieve the objectives; and they are those things that the LEA, schools, and/or people will do that will advance their abilities. Like objectives, strategies use action verbs such as work, create, and hire.

Strategies translate into costs for the budget narrative for the proposed project. If a strategy or activity does not "equate to a dollar sign," it is not a true strategy.

   a. <u>Planning and Pre-implementation</u>

For each eligible school, describe the planning or pre-implementation strategies including the following:
- the timeline for implementing those strategies, and
- a description of how those strategies will lead to successful implementation of the selected reform model(s).

b. Evidenced-based Strategies

For each eligible school, demonstrate how, to the extent practicable, in accordance with its selected SIG reform model(s), the LEA will implement one or more evidence-based strategies during the implementation year(s) of the award.

c. Timeline of Strategies

Include a Timeline of Strategies (as an appendix item) that clearly delineates the steps the LEA will take to implement the selected reform model(s) in each school identified to include the following:

- a thorough description of when each strategy will begin and end,
- how each strategy relates to specific objectives, and
- who is responsible for overseeing the strategy.

Use the chart located on page 69, showing target dates for activities, to develop the Timeline of Strategies.

d. Practices and Policies

Describe how the LEA will modify its practices or policies, if necessary, to enable full and effective implementation of the selected reform model(s).

4. Management and Sustainability (maximum of 25 points available)

The Management section outlines the applicant's plan to manage the project including the chain of command, who will manage the project, a job description of project director; and responsibilities for each key staff member.

a. Oversight and Support

Describe how the LEA will provide effective oversight and support for implementation of the selected reform model(s) for each school to be served by providing a detailed list of key staff along with their job duties and SIG-related chain of command, including contacts for each school. Certain reform models allow for establishing an administrative office focused on turnaround efforts to support each eligible school and its implementation of the selected intervention models.

Identify the project director and all key staff and describe their roles for the project. Include as an appendix item (see page 31) résumés for the project director and other key staff (limit each résumé to two pages).

For an LEA implementing the Restart Model in a school, describe how the LEA has, or will, recruit, screen, and select external providers (charter school operators, CMOs, EMOs), if applicable, to ensure their quality.

b. Family and Community Engagement

Describe how the LEA will meaningfully engage families and the community in the implementation of the selected reform model (s) on an ongoing basis by

- discussing the plans and strategies for engaging families and the community while implementing the selected reform model; and
- clearly describing how families will be involved in building, developing, and maintaining community partnerships as part of the model.

Include a completed Chart of Community Partners and Involvement for each school to be served in the appendices (see page 31).

c. Monitoring
Describe how the LEA will monitor each school that receives SIG funds by
- establishing measurable, reasonable, and attainable annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; and,
- measuring progress on the leading indicators as defined in the final requirements.

d. Reform Sustainability
Sustainability is reached when an objective becomes institutionalized, such as when a project or program implements a curriculum, trains a trainer, transforms a course, or establishes a tutoring program.

Describe the strategies the LEA will *implement in year five*, the sustainability year of the project, for each school to be served. Include areas such as, but not limited to, personnel, curriculum, professional development, school climate, technology, family engagement, and partnerships within the community. Include any applicable aspects of the reform model to be sustained.

Address what the LEA will do to ensure that the project will maintain its activities *beyond the term* of the grant. Describe how the LEA will sustain the reforms at each school after the funding ends.

5. Evaluation (maximum of 5 points available)

The SCDE's Office of School Transformation will regularly monitor project reporting (see part I, section I.). Applicants should develop an overall evaluation structure for their project to ensure timely and detailed information is available to monitor their progress.

Describe how the LEA will regularly evaluate progress of each phase of the project (i.e., planning, implementation, and sustainability) to ensure effective use of resources. Evaluation should be ongoing and at intervals, with a planned course of action in the event that changes are necessary and impact the scope of work.

F. Application Budget

The LEA must provide a budget that indicates the amount of SIG funds it will use each year in each school it proposes to serve and the funds it will use to conduct LEA-level activities designed to support implementation of the selected school intervention models in each priority

and focus school. While the budget is assigned zero (0) points, the budget is a critical component of the entire application. No application with an incomplete budget will be funded.

Applicants should consider the school(s) to be served, their needs, and the reform model(s) to be implemented when developing their project budget. The LEA's budget should cover one year of planning activities, three years of full implementation activities, and one year of sustainability activities. The LEA's budget should be of sufficient size and scope to implement the selected school intervention model in each priority and focus school the LEA commits to serve. The following ranges are provided for planning purposes.

Estimated Funding Per School to be Served

Project Year (August 1–July 31)	Estimated Funding Range
Year 1—Planning (November–July)	$75,000–$125,000
Year 2—Full Implementation Year 1	$100,000–$160,000
Year 3—Full Implementation Year 2	$100,000–$160,000
Year 4—Full Implementation Year 3	$100,000–$160,000
Year 5—Sustainability Year	$75,000–$125,000

The Office of School Transformation will provide technical assistance on budget development. LEAs can contact the program office with questions and concerns about their budgets prior to submitting their applications.

The application budget consists of *two* parts: the Budget Summary and Budget Narrative. All proposed expenditures for the entire grant period must be included in the Budget Summary and itemized in the Budget Narrative. Budget items not explained in the application narrative *will not* be funded.

1. The Budget Summary is the financial overview of the project. Each line item of the Budget Summary *must* correspond to the individual section totals of the Budget Narrative (discussed below). Provide a Budget Summary for the full five-year project using a spreadsheet formatted like the following table:

[Insert LEA Name] BUDGET						
	Year 1 Budget (Planning)	Year 2 Budget (Full Implementation)	Year 3 Budget (Full Implementation)	Year 4 Budget (Full Implementation)	Year 5 Budget (Sustainability Activities)	Five Year Total
Priority #1 [Insert School Name]	$75,000	$150,000	$150,000	$150,000	$100,000	**$625,000**
Priority #2 [Insert School Name]	$100,000	$160,000	$160,000	$160,000	$120,000	**$700,000**
Focus #1 [Insert School Name]	$95,000	$125,000	$125,000	$125,000	$110,000	**$580,000**

LEA-level Activities			$150,000	$150,000	$100,000	**$400,000**
Total Budget	**$270,000**	**$435,000**	**$585,000**	**$585,000**	**$430,000**	**$2,305,000**

Save the Budget Summary table as an Excel Spreadsheet for upload into the online application Budget Summary section.

2. The Budget Narrative *must* provide clear evidence that the budget is justified based on the needs assessment. Use the budget template provided at http://ed.sc.gov/scde-grant-opportunities/2015SchoolImprovementGrant.cfm to develop an Excel spreadsheet for a five-year budget for each school to be served to include the planning year; implementation years one, two, and three; and the sustainability year. Structure the Budget Narrative with line item categories that parallel the line item categories of the Budget Summary. This Budget Narrative must provide clear evidence that the expenditures are appropriate and justified to support the activities of the project. Expenditures *must* be allowable, reasonable, and allocable; adequate to support the activities of the project; and directly connect to the objectives and strategies in the proposal narrative. Include estimates for matching funds and in-kind contributions, if applicable. The narrative must contain formulas used to calculate the cost for each line item.

When finalized, save the Budget Narrative as an Excel document to be uploaded into the online application where indicated. Ensure the totals in the Budget Summary equal the totals in the Budget Narrative.

The following describes the line items that should be budgeted in each category.

Salaries/Stipends (100)
This category includes pay for salaries for staff members, substitutes, and stipends for teachers. The total percentage of time charged to the subgrant and to non-grant funds *cannot* exceed 100 percent of the total time worked by any staff member.

Employee Benefits (200)
FICA, workers' compensation, health insurance, and other employee benefits costs should be included here and will represent a percentage of the total in Salaries/Stipends (100).

Purchased Services (300)
Expenses such as consultant fees, travel/transportation costs, telephone costs, and other purchased services will be included here. This includes amounts paid for personal services rendered by personnel who are not on the payroll and for other specialized services purchased by the organization. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. *Note*: Salaries for direct teachers and project staff should be recorded in Salaries/Stipends (100) and not in this section.

Supplies and Materials (400)

Include the amounts paid for material items of an expendable nature. It is recommended that applicants group items into categories to avoid listing every item; however, make sure that such expenditures are aligned with relevant project characteristics (objectives, number of participants, frequency of activity, etc.). Allow for maintenance, repair, and replacement costs over the grant life cycle of the proposed project for any equipment that totals $5,000 and below.

Capital Outlay/Equipment (500)

Equipment and supplies totaling more than $5,000 per unit are not allowable (see part I, section H). Itemize furniture, fixtures, and equipment that total $5,000 and below per unit under Supplies and Materials. Applicants are reminded that equipment purchased with federal funds must be managed in compliance with 2 CFR Part 200 Subpart D § 200.313 (and § 200.439 as applicable). See part I, section F for more information on applicable federal regulations.

Other Objects (600)

This category includes expenditures such as postage, liability insurance fees, and copyright fees that do not neatly fit into the other categories.

Indirect Costs (700)

Indirect costs are allowed. Indirect costs represent the operating expenses that are not readily identified with a particular grant, contract, project function, or activity but are *necessary* for the general operation of an organization and the conduct of activities it performs. In theory, expenses like heat, electricity, accounting, and personnel might be charged directly if little meters could record minutes in a cross-cutting manner; however, practical difficulties preclude such an approach. Therefore, cost allocation plans or indirect cost rates are used to distribute those costs to benefiting revenue sources.

For a subgrantee to pay a vendor with federal funds, a contract must be in place. At a minimum, the contract should include the scope of services, the duration of the contract, and the method and amount of payment, and the contract must be executed by both parties. Consulting/service contracts must be procured in accordance with procurement regulations in 2 CFR Part 200 (see § 200.317 to § 200.326 and Appendix II). LEA applicants should also review South Carolina Procurement Law at http://www.mmo.sc.gov/PS/legal/PS-legal-procurement-law.phtm.

Applicants/grantees must ensure that they do not enter a contract with any vendor that is debarred, suspended, or is ineligible for participation in federal programs by
1. checking the Excluded Parties List (EPLS) at the federal System for Award Management (SAM) Web site—https://www.sam.gov/portal/public/SAM/#1 (Applicants are encouraged to review the user guides for exclusions provided via the "Help" page prior to conducting searches.);
2. collecting a certification from the vendor and attaching it to the contract; or
3. adding a clause or condition to the contract that indicates the vendor is eligible.

Because sustainability of the proposed project is of paramount importance, an applicant should indicate any matching and/or in-kind funding as a clear sign of sustainability plans and potential. In addition, demonstrate the use of supplemental funds through the schools and districts. Although matching funds are not required and give no "competitive edge" to any application, all in-kind contributions from partners *must* be included.

The SCDE reserves the right to disqualify, disallow, and negotiate costs associated with any line item proposed in the budget. If any line item cost is determined to be excessive, given the nature and scope of the entire project or of a particular activity, the SCDE can request the applicant reduce the cost of the line item or ask the applicant to assume a portion of the cost before the budget is approved and funds are awarded.

Funds will be disbursed on a reimbursement basis upon the receipt of expenditure reports with all supporting documentation from the subgrantees. Subgrantees may not obligate funds prior to the receipt of a grant award notice. No expenditures incurred prior to October 1, 2015, will be reimbursed. Applicants should have at their disposal at least three months of sustainable funds to implement the program prior to SCDE reimbursement. Subgrantees are not permitted to pick up their reimbursements from the SCDE office.

To charge indirect costs to a grant, a subgrantee must have an approved indirect cost rate agreement. The restricted indirect cost rate of the school district must be used.

G. Appendices

All sections of the appendices must be scanned into *one* PDF document to be uploaded into the online application where indicated.

Certification Signature Page (SCDECS-101)

Print the Certification Signature Page (located on page 62) and obtain the appropriate signatures. Applications that do not include the signed Certification Signature Page will not be reviewed or considered for funding. *Note*: This form includes the certification of the SCDE's Assurances and Terms and Conditions for Federal Awards and any applicable program-related conditions conveyed in this RFP. Those forms are not required to be included in the applicant's proposal submission. However, please retain the copy included in this RFP for your records and ensure that the signatories and partner organizations have copies of each document.

By signing the Certification Signature Page, the signatories assure that they will comply with all the assurances and terms and conditions for the project/program. *All* signatories *must* understand that they are signing a document that is *legally binding* in the event a grant is awarded. Applications that *do not* include the signed Certification Signature Page *will not* be reviewed or considered for funding.

GEPA Statement

Pursuant to section F of this RFP, Statutory, Federal, and Other Requirements, all applicants for SIG funds are required to provide a GEPA statement. Follow the instructions included on the attached GEPA Notice to All Applicants and create a GEPA statement for the proposed SIG project. When finalized, save the GEPA statement to be scanned with all other appendices and uploaded as *one* PDF document into the online application in the appendices section.

Timeline of Strategies

Include a Timeline of Strategies that includes each benchmark activity (including evaluation and management components), when each project activity begins and ends, how each activity relates to a particular objective, and who is responsible for overseeing the activity. A template for this timeline is included on page 69.

Résumés of Project Director and Key Personnel

Include a résumé or vita for the project director, not to exceed two pages. For any other key personnel to be involved in this program, include a résumé, vita, or a paragraph summary.

Chart of Community Partners and Involvement

For each school to be served, include a chart that lists the community groups and organizations (i.e., School Improvement Council(s), PTO(s), businesses, civic groups, volunteers) who contributed to the needs assessment and indicate their ongoing commitment to the proposed SIG project. Use the following headings for columns in the chart: Partner Name/ Contact Person with Telephone Number/Resources to Be Provided.

H. Deadline and Submission Procedures

1. Applicants should e-mail a notice of intent to apply by **July 13, 2015**, to SIG@ed.sc.gov with a copy to David Long at dlong@ed.sc.gov. In the e-mail, include the applicant's name; the contact person's name, address, phone number, and e-mail address; and the names of the schools you propose to serve. A notice of intent is *not* required but will help the SCDE prepare for the application submission and review process.
2. Applications *must* be submitted online at https://scde.formstack.com/forms/school_improvement_grant_2015_16.
3. No hard copy applications will be accepted. Applications delivered by hand, postal mail, e-mail, or fax *will not* be accepted.
4. Only applications that adhere to *all* of the guidelines and directions set forth in this RFP will be reviewed and considered for funding.
5. Applications must originate from the applicant. Applications that are plagiarized from the Internet, other grants, or second-party resources will not be considered for funding. Grants are not transferrable.
6. Do not attach or submit any additional materials other than what is specifically required.

Any additional materials will be disposed of without review.

7. Applications will not be returned. Keep a copy of the entire application for your records.
8. A complete application *must* include all required documentation and appendices.
9. Applications *must* be received no later than **4:30 p.m. on September 4, 2015**. Applications received after this deadline will *not* be considered. Because potential technology issues may arise, it is best to submit well in advance of the deadline. No exceptions to the deadline will be entertained regardless of circumstances.

I. Screenshots of Online Application Submission Forms

The following screenshots are for informational purposes only and are provided to assist applicants in compiling all elements needed to complete the online submission. Complete the online application as directed in the preceding instructions. Make sure all information submitted is accurate, including formal or official names such as the school district, and that spelling is correct. Do not use abbreviations or acronyms.

Enter the official name of the applicant organization (school district). The name as entered *must* match the registered DUNS name. The DUNS number and TIN are *required* fields; an applicant will not be able to proceed to the next page of the application without entering this information.

Indicate whether or not the district is registered and active with the federal System for Award Management (SAM). If the district selects "Yes" to indicate that their SAM registration is active, the field for the number of schools to be served will be displayed. From the dropdown box, select the number of schools within the district (up to six) that will be served by this grant. These are also *required* fields.

If the district does not have an active SAM registration, the following message will be displayed. The district should refer to the information on page 11 or visit www.sam.gov for more information on how to update the status of their SAM registration.

Enter the information for the contact person, the superintendent, the finance director, and the Title I coordinator. The names as entered in the online application must match the names as shown on the Certification Signature Page. The contact person's e-mail is a *required* field. The confirmation of a successful online application submission will be sent *only* to this e-mail address. Reenter the e-mail address to confirm that it is correct. An applicant will not be able to proceed to the next page of the application without entering this information.

Separate pages will be displayed based on the number of schools to be served as selected on page 1 of the online application. Enter the complete name of each school and the principal's contact information.

School 1 Information

School 1 Name:

School 1 Address:

City   State   Zip Code

Principal's Name:

Prefix   First Name   Last Name

Phone:

E-mail:

Enter the school's National Center for Education Statistics (NCES) identification number and indicate if the school's status is a Priority or Focus school. From the dropdown box, select the proposed intervention model to be implemented for the school.

School 1 NCES ID#:

School 1 Status:
○ Priority ○ Focus

Proposed Intervention Model (School 1):

Enter the amount of funding being requested for each school for all five years of the project using whole dollars (no cents). The Total Funding field will automatically calculate.

Estimated Funding by Year (School 1):

Project Year:	Estimated Funding Range:
Year 1- Planning	$
Year 2 - Full Implementation Year 1	$
Year 3 - Full Implementation Year 2	$
Year 4 - Full Implementation Year 3	$
Year 5 - Sustainability Year	$
Total Funding (School 1)	$ 0

All amounts in the Funding Information and Budget Summary sections should be entered using whole dollars (no cents). Fill in all fields and enter 0 (zero) for line items that are not applicable to the project.

Enter the total five-year estimated cost of the project for all schools being served as well as the costs for LEA-level activities. Enter the total amount of SIG funding being requested for all schools and LEA-level activities for the first year of the project.

Funding Information

Five-Year Total Project Cost (for all schools and LEA-level activities):

$ _____

Total Amount Requested for Year 1 (for all schools and LEA-level activities):

$ _____

Enter the line item breakdowns for the SIG funds requested for year one for all schools and LEA-level activities. The Total Costs (for all schools and LEA-level activities) field will automatically calculate. This amount must match the total funds requested for year one under the Funding Information section.

Budget Summary

Budget Summary for Year 1 of Project (for all schools and LEA-level activities):

Salaries (100)	$ _____
Employee Benefits (200)	$ _____
Purchased Services (300)	$ _____
Supplies & Materials (400)	$ _____
Capital Outlay/Equipment (500)	$ _____
Other Objects (600)	$ _____
Indirect Costs (700)	$ _____
	_____
Total Costs (for all schools and LEA-level activities)	$ 0

Upload the proposal attachments in the appropriate format following the instructions provided in the RFP. The attachments are required; you will not be able to submit the application without attaching all four documents.

Proposal Attachments

Program Summary *
[   ] [Browse...]
Upload attachment as a PDF document only.

Application Narrative *
[   ] [Browse...]
Upload attachment as a PDF document only.

Budget Narrative *
[   ] [Browse...]
Upload attachment as an Excel document only.

Appendices *
[   ] [Browse...]
Upload attachment as a PDF document only.

[« Previous]   [Progress]   [Submit Form]

Thoroughly review your online application prior to submitting. You will *not* be able to access the application form to make changes after it has been submitted. Click on the "**Submit**" button in order to complete the submission process. The following message will display on screen, and a submission confirmation will be sent to the e-mail address provided for the contact person.

Thank you for completing the online submission of your 2015–16 School Improvement Grant (SIG) application.

The SIG contact person for your district will receive a confirmation e-mail in a few minutes that includes the data submitted with the application. Retain that e-mail for your records.

Contact David Long at dlong@ed.sc.gov if you have any questions regarding this SIG grant opportunity.

If the contact person does not receive a confirmation e-mail, then the application did not successfully upload. You must go back and resubmit the *entire* online form, including *all* attachments, in order for your application to be considered for funding.

Thank you for submitting an online application for the South Carolina Department of Education's 2015–16 School Improvement Grant (SIG).

Your application has been received. A copy of the data you submitted is included below. Please retain this e-mail for your records.

If you have question or concerns regarding this SIG grant opportunity, please contact David Long at dlong@ed.sc.gov or call 803-734-0483.

An e-mail confirmation that your grant application was successfully uploaded does not account for the quality of the upload or its completeness. The confirmation e-mail only notifies you that your online application has been submitted. Successfully uploaded grant narratives and appendices do not necessarily mean that the proposal attachments are complete and that your application will be read or considered for funding.

Appendix A: Definitions of Terms Used

Charter Management Organization (CMO)—A non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.

Deobligation—The downward adjustment of the obligations recorded in a grant award document. It is caused by factors such as (1) termination of part of the project, (2) reduction in material prices, (3) cost savings, or (4) correction of recorded amounts.

Early Learning Model—An approved SIG reform model that is available only for elementary schools and implements the early learning strategies of offering full-day kindergarten *and* establishing or expanding high-quality preschool programs. See pages 4–5 for the definition of an Early Learning Model.

Education Management Organization (EMO)—A for-profit or non-profit organization that provides ''whole-school operation'' services to an LEA.

Evidence-based strategy—A strategy supported by at least moderate evidence of effectiveness as defined in 34 CFR 77.1.

Evidence-based, Whole-school Reform Model—An approved SIG reform model that is supported by evidence of effectiveness and is implemented in partnership with a Whole-school Reform Model developer. See pages 5–6 for the definition of an Evidence-based, Whole-school Reform Model.

High-quality preschool program—An early learning program that includes structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including at a minimum—
   a. high staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials;
   b. high-quality professional development for all staff;
   c. a child-to-instructional staff ratio of no more than 10 to 1;
   d. a class size of no more than 20 with, at a minimum, one teacher with high staff qualifications as outlined in paragraph a of this definition;
   e. a full-day program;
   f. inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   g. developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the state early learning and development standards, for at least the year prior to kindergarten entry;
   h. individualized accommodations and supports so that all children can access and participate fully in learning activities;

i. instructional staff salaries that are comparable to the salaries of local K–12 instructional staff;
j. program evaluation to ensure continuous improvement;
k. on-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development; and
l. evidence-based health and safety standards.

Increased learning time—A longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for—
a. instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;
b. instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and
c. teachers to collaborate, plan, and engage in professional development within and across grades and subjects.

Restart Model—An approved SIG reform model in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization, or an education management organization selected through a rigorous review process. See page 6 for the definition of a Restart Model.

School Closure Model—School closure occurs when an LEA closes a school and enrolls the students who attended that school into other higher-achieving schools within the LEA. See page 6 for the definition of a School Closure Model.

Transformation Model—An approved SIG funds reform model that includes all four of the following elements:
(a) developing and increasing teacher and school leadership effectiveness,
(b) implementing comprehensive instructional reform strategies,
(c) increasing learning time and creating community-oriented schools, and
(d) providing operational flexibility and sustained support.
See pages 6–9 for the definition of a Transformation Model.

Turnaround Model—An approved SIG reform model in which the LEA replaces the principal and staff and rehires no more than 50 percent of the school's staff; adopts a new governance structure; provides job-embedded professional development; implements incentives to recruit, hire, and retain staff; implements a research-based, aligned instructional program; extends learning and teacher planning time; creates social-emotional and community-oriented services and support; and grants the new principal sufficient operational flexibility in fully implementing a comprehensive approach to substantially improve student outcomes. See pages 9–10 for the definition of a Turnaround Model.

Whole-school Reform Model—A model that is designed to—
  (a) improve student academic achievement or attainment;
  (b) be implemented for all students in a school; and
  (c) address, at a minimum and in a comprehensive and coordinated manner, each of the
    following:
    (1) school leadership,
    (2) teaching and learning in at least one full academic content area (including
      professional learning for educators),
    (3) student non-academic support, and
    (4) family and community engagement.

Whole-school Reform Model Developer—An entity or individual that—
  a. maintains proprietary rights for the model; or
  b. if no entity or individual maintains proprietary rights for the model, has a
    demonstrated record of success in implementing a whole-school reform model (as
    defined above) and is selected through a rigorous review process that includes a
    determination that the entity or individual is likely to produce strong results for the
    school.

Appendix B: Selection Criteria and Reviewers' Scoring Rubric

Selection Criteria

Narrative Sections	Points Available
Project Summary	0
Needs Statement	15
Project Design	25
Strategies	30
Management and Sustainability	25
Evaluation	5
Application Budget (Summary and Narrative)	0
TOTAL	100

Appendix B: Scoring Rubric

Project Summary: The applicant *must*, in no more than three pages, provide a concise background on the LEA and the school(s) to be served; identify the selected SIG reform model for each school; state the objectives; state the amount of funds being requested; summarize the strategies for planning, implementation, and sustainability; and describe how participation in the SIG project will build capacity in the LEA and each school.	
Acceptable	**Not Acceptable**
Adequate/Meets—0 points	**Inadequate—0 points**
The applicant includes a three-page or less statement that • provides a concise background on the LEA and the school(s) to be served; • identifies the selected SIG reform model for each school; • states the objectives; • states the amount of funds being requested; • summarizes the strategies for planning, implementation, and sustainability; and • describes how participation in the SIG project will build capacity in the LEA and each school.	The applicant includes a three-page or less statement that does not • provide a concise background on the LEA and the school(s) to be served; • identify the selected SIG reform model for each school; • state the objectives; • state the amount of funds being requested; • summarize the strategies for planning, implementation, and sustainability; and • describe how participation in the SIG project will build capacity in the LEA and each school.
Reviewer's Comments	
1.a. Needs Statement—Schools to Be Served: The applicant *must* identify each priority and focus school to be served and, in a table format, include each school's NCES ID number and the intervention model selected for implementation in each school.	
Acceptable	**Not Acceptable**

Adequate/Meets—0 points	Inadequate—0 points
Applicant provides a table that clearly • identifies each priority school to be served; and • includes each school's NCES ID number and the intervention model selected for each implementation in each school.	Applicant does not provide a complete table that • identifies each priority school to be served; and • includes each school's NCES ID number and the intervention model selected for each implementation in each school.

Reviewer's Comments

1.b. Needs Statement—Needs Assessment: For each priority and focus school that the LEA proposes to serve, the applicant *must*
- describe the needs assessment process, including how they analyzed
  - the current instructional programs, school leadership, and school infrastructure, and
  - the needs identified by families and the community;
- describe how the LEA has taken into consideration family and community input in selecting the intervention; and
- discuss how the selected reform model for each school specifically aligns to the needs identified in that school.

Acceptable		Not Acceptable	
Fully Meets—7–8 points	**Adequate/Meets—4–6 points**	**Limited/Approaches—2–3 points**	**Inadequate—0–1 points**

Applicant provides, for each priority and focus school, a clear and detailed
• description of the needs assessment process, including how they analyzed
  o the current instructional
	Applicant provides, for each priority and focus school, a moderately clear
	• description of the needs assessment process, including how they analyzed
	  o the current instructional
		Applicant provides, for each priority and focus school, an incomplete or unclear
		• description of the needs assessment process, including how they analyzed
		  o the current instructional
			Applicant does not provide, for each priority and focus school, a
			• description of the needs assessment process, including how they analyzed

programs, school leadership, and school infrastructure, and o the needs identified by families and the community; • description of how the LEA has taken into consideration family and community input in selecting the intervention; and • discussion of how the selected reform model for each school specifically aligns to the needs identified in that school.	programs, school leadership, and school infrastructure, and o the needs identified by families and the community; • description of how the LEA has taken into consideration family and community input in selecting the intervention; and • discussion of how the selected reform model for each school specifically aligns to the needs identified in that school.	programs, school leadership, and school infrastructure, and o the needs identified by families and the community; • description of how the LEA has taken into consideration family and community input in selecting the intervention; and • discussion of how the selected reform model for each school specifically aligns to the needs identified in that school.	o the current instructional programs, school leadership, and school infrastructure, and o the needs identified by families and the community; • description of how the LEA has taken into consideration family and community input in selecting the intervention; and • discussion of how the selected reform model for each school specifically aligns to the needs identified in that school.

Reviewer's Comments

1.c. Needs Statement—Prior Improvement Initiatives: The applicant *must* provide a detailed description of any prior improvement initiatives implemented by the LEA over the past five years and identify the impacted schools to include all of the following:
• the years and total budgets allocated for each initiative;
• an analysis of what interventions, strategies, and/or processes worked and did not work in prior initiatives;
• discussion of the reasons behind success(es) and/or failure(s) with prior improvement initiatives; and
• a description of how lessons learned are contributing to the current application needs assessment.

Acceptable		Not Acceptable	
Fully Meets—6–7 points	**Adequate/Meets—4–5 points**	**Limited/Approaches—2–3 points**	**Inadequate—0–1 points**
Applicant provides a very clear and detailed description of prior improvement initiatives implemented by the LEA over the past five years and identifies the impacted schools to include all of the following: • the years and total budgets allocated for each initiative; • an analysis of what interventions, strategies, and/or processes worked and did not work in prior initiatives; • discussion of the reasons behind success(es) and/or failure(s) with prior improvement initiatives; and • a description of how lessons learned are contributing to the current application needs assessment.	Applicant provides a moderately detailed description of prior improvement initiatives implemented by the LEA over the past five years and identifies the impacted schools to include all of the following: • the years and total budgets allocated for each initiative; • an analysis of what interventions, strategies, and/or processes worked and did not work in prior initiatives; • discussion of the reasons behind success(es) and/or failure(s) with prior improvement initiatives; and • a description of how lessons learned are contributing to the current application needs assessment.	Applicant provides a limited or unclear description of prior improvement initiatives implemented by the LEA over the past five years and identifies the impacted schools to include all of the following: • the years and total budgets allocated for each initiative; • an analysis of what interventions, strategies, and/or processes worked and did not work in prior initiatives; • discussion of the reasons behind success(es) and/or failure(s) with prior improvement initiatives; and • a description of how lessons learned are contributing to the current application needs assessment.	Applicant does not provide an adequate description of prior improvement initiatives implemented by the LEA over the past five years or identify the impacted schools to include all of the following: • the years and total budgets allocated for each initiative; • an analysis of what interventions, strategies, and/or processes worked and did not work in prior initiatives; • discussion of the reasons behind success(es) and/or failure(s) with prior improvement initiatives; and • a description of how lessons learned are contributing to the current application needs assessment.

Reviewer's Comments

2.a. Project Design—Objectives: The applicant *must* list all project objectives. Each objective should be specific, measurable, achievable, relevant, and time-specific (SMART) to the extent possible. For each objective, the applicant *must* include a description of how the objective reflects the results of the needs assessment; how the objective mirrors the purpose(s) of the subgrant award; and how the objective may be evaluated to determine how well initiatives worked.

Acceptable		Not Acceptable	
Fully Meets—7–8 points	**Adequate/Meets—4–6 points**	**Limited/Approaches—2–3 points**	**Inadequate—0–1 points**
Applicant includes clear, complete SMART objectives that include a description of • how the objective reflects the results of the needs assessment; • how the objective mirrors the purpose(s) of the subgrant award; and • how the objective may be evaluated to determine how well initiatives worked.	Applicant presents moderately clear SMART objectives that include a description of • how the objective reflects the results of the needs assessment; • how the objective mirrors the purpose(s) of the subgrant award; and • how the objective may be evaluated to determine how well initiatives worked.	The applicant presents limited or unclear objectives that include a description of • how the objective reflects the results of the needs assessment; • how the objective mirrors the purpose(s) of the subgrant award; and • how the objective may be evaluated to determine how well initiatives worked.	The applicant does not present clear SMART objectives that include a description of • how the objective reflects the results of the needs assessment; • how the objective mirrors the purpose(s) of the subgrant award; and • how the objective may be evaluated to determine how well initiatives worked.

Reviewer's Comments

2.b. Project Design—Reform Model Plan: The applicant *must* clearly describe the overall actions the LEA has taken, or will take, to design and implement a plan consistent with the final SIG requirements for the reform model(s) selected for each priority or focus school.

Acceptable		Not Acceptable	
Fully Meets—8–9 points	**Adequate/Meets—5–7 points**	**Limited/Approaches—3–4 points**	**Inadequate—0–2 points**
Applicant clearly and thoroughly describes the actions the LEA has taken, or will take, to design and implement a plan consistent with the final SIG requirements for the reform model(s) selected for each priority or focus school.	Applicant moderately describes the actions the LEA has taken, or will take, to design and implement a plan consistent with the final SIG requirements for the reform model(s) selected for each priority or focus school.	Applicant provides a limited or unclear description of the actions the LEA has taken, or will take, to design and implement a plan consistent with the final SIG requirements for the reform model(s) selected for each priority or focus school.	Applicant does not adequately describe the actions the LEA has taken, or will take, to design and implement a plan consistent with the final SIG requirements for the reform model(s) selected for each priority or focus school.

Reviewer's Comments

2.c. Project Design—Evidence-based, Whole-school Reform Model: If the LEA proposes to implement an Evidence-based, Whole-school Reform Model, the applicant *must* demonstrate that the evidence of effectiveness supporting the model includes a sample population or setting similar to that of the school to be served; a partnership with a whole-school reform model developer, as defined in the SIG requirements; and how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).

Acceptable	**Not Acceptable**
Adequate/Meets (0 points)	**Inadequate (deduct 5 points)**
If applicable, the applicant clearly demonstrates that the evidence of effectiveness supporting the implementation of an Evidence-based, Whole-school Reform Model includes • a sample population or setting similar to that of the school to be served; • a partnership with a whole-school reform model developer, as defined in the SIG requirements; and • a description of how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).	If applicable, the applicant does not adequately demonstrate that the evidence of effectiveness supporting the implementation of an Evidence-based, Whole-school Reform Model includes • a sample population or setting similar to that of the school to be served; • a partnership with a whole-school reform model developer, as defined in the SIG requirements; and • a description of how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).

Reviewer's Comments

2.d. Project Design—Restart Model: If the LEA proposes to implement the Restart Model in one or more eligible schools, the applicant *must* demonstrate that the LEA will conduct a rigorous review process of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools that is consistent with the final SIG requirements; and describe how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).

Acceptable	Not Acceptable
Adequate/Meets—0 points	**Inadequate—deduct 5 points**
If applicable, the applicant clearly • demonstrates that, in order to implement the Restart Model in one or more eligible schools, the LEA will conduct a rigorous review process of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools that is consistent with the final SIG requirements; and • describes how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).	If applicable, the applicant does not • demonstrate that, in order to implement the Restart Model in one or more eligible schools, the LEA will conduct a rigorous review process of the charter school operator, charter management organization (CMO), or education management organization (EMO) that it has selected to operate or manage the school or schools that is consistent with the final SIG requirements; and • describe how the LEA will regularly review and hold accountable such providers for meeting their performance and other requirements (including evidence of a timeline of meetings and checkpoints).

Reviewer's Comments

2.e. Project Design---LEA's Rural School Eligibility: If applicable, an LEA that is eligible for services under subpart 1 or 2 of Part B of Title VI of the ESEA (Rural Education Achievement Program) and proposes to modify one element of the Turnaround or Transformation Model must clearly identify the element to be modified and demonstrate how the modification meets the intent and purpose of the original element.

Acceptable	Not Acceptable
Adequate Meets—0 points	**Inadequate—deduct 5 points**
If applicable, the applicant clearly • identifies the one element of the Turnaround or Transformation Model that it proposes to modify, and • demonstrates how the modification meets the intent and	If applicable, the applicant does not clearly • identify the one element of the Turnaround or Transformation Model that it proposes to modify, and • demonstrate how the modification meets the intent and

purpose of the original element.	purpose of the original element.

Reviewer's Comments	

2.f. Project Design—Adequacy of Resources: The applicant *must* demonstrate that the LEA will provide adequate resources and related support to each priority or focus school it commits to serve by including a description of the resources and support that are likely to be needed by the schools to be served in each phase of the project (i.e., planning, implementation, and sustainability); a description of the specific actions taken or to be taken to determine the LEAs capacity to provide these resources and support; a description of the specific actions taken or to be taken to align other resources (for example, Title I funding) with the selected reform model(s); and a demonstration of how the LEA has the capacity to use SIG funds, as applicable, to fully and effectively implement the selected reform model(s) in each of the designated schools on the first day of the first school year of full implementation.

Acceptable		Not Acceptable	
Fully Meets—7–8 points	**Adequate/Meets—4–6 points**	**Limited/Approaches—2–3 points**	**Inadequate—0–1 points**
Applicant provides a clear, detailed description of how the LEA will provide adequate resources and related support to each priority or focus school it commits to serve by including • a description of the resources and support that are likely to be needed by the schools to be served in each phase of the project (i.e., planning, implementation, and sustainability); • a description of the specific	Applicant provides a general description of how the LEA will provide adequate resources and related support to each priority or focus school it commits to serve by including • a description of the resources and support that are likely to be needed by the schools to be served in each phase of the project (i.e., planning, implementation, and sustainability); • a description of the specific	Applicant provides a limited or unclear description of how the LEA will provide adequate resources and related support to each priority or focus school it commits to serve by including • a description of the resources and support that are likely to be needed by the schools to be served in each phase of the project (i.e., planning, implementation, and sustainability); • a description of the specific actions taken or to be taken to determine the LEA's capacity to provide these resources and support;	Applicant does not provide a clear description of how the LEA will provide adequate resources and related support to each priority or focus school it commits to serve by including • a description of the resources and support that are likely to be needed by the schools to be served in each phase of the project (i.e.,

actions taken or to be taken to determine the LEA's capacity to provide these resources and support; • a description of the specific actions taken or to be taken to align other resources (for example, Title I funding) with the selected reform model(s); and • a demonstration of its capacity to use SIG funds, as applicable, to fully and effectively implement the selected reform model(s) in each of the designated schools on the first day of the first school year of full implementation.	actions taken or to be taken to determine the LEA's capacity to provide these resources and support; • a description of the specific actions taken or to be taken to align other resources (for example, Title I funding) with the selected reform model(s); and • a demonstration of its capacity to use SIG funds, as applicable, to fully and effectively implement the selected reform model(s) in each of the designated schools on the first day of the first school year of full implementation.	• a description of the specific actions taken or to be taken to align other resources (for example, Title I funding) with the selected reform model(s); and • a demonstration of its capacity to use SIG funds, as applicable, to fully and effectively implement the selected reform model(s) in each of the designated schools on the first day of the first school year of full implementation.	planning, implementation, and sustainability); • a description of the specific actions taken or to be taken to determine the LEA's capacity to provide these resources and support; • a description of the specific actions taken or to be taken to align other resources (for example, Title I funding) with the selected reform model(s); and • a demonstration of its capacity to use SIG funds, as applicable, to fully and effectively implement the selected reform model(s) in each of the designated schools on the first day of the first school year of full implementation.

Reviewer's Comments

3.a. Strategies—Planning and Pre-implementation: The applicant *must* include, for each eligible school, a description of the planning or pre-implementation strategies that includes the timeline for implementing those strategies and a description of how those strategies will lead to successful implementation of the selected reform model(s).

Acceptable		Not Acceptable	
Fully Meets—8–10 points	**Adequate/Meets—5–7 points**	**Limited/Approaches—3–4 points**	**Inadequate—0–2 points**
Applicant includes, for each eligible school, a clear and detailed description of the planning or pre-implementation strategies that includes - the timeline for implementing those strategies, and - a description of how those activities will lead to successful implementation of the selected reform model(s).	Applicant includes, for each eligible school, a moderately clear description of the planning or pre-implementation activities that includes - the timeline for implementing those activities, and - a description of how those activities will lead to successful implementation of the selected reform models).	Applicant includes, for each eligible school, a limited or unclear description of the planning or pre-implementation activities that includes - the timeline for implementing those activities, and - a description of how those activities will lead to successful implementation of the selected reform model(s).	Applicant does not include, for each eligible school, an adequate or clear description of the planning or pre-implementation activities that includes - the timeline for implementing those activities, and - a description of how those activities will lead to successful implementation of the selected reform model(s).

Reviewer's Comments

3.b. Strategies—Evidence-based Strategies: The applicant *must* include, for each eligible school, a demonstration of how, to the extent practicable and in accordance with its selected SIG reform model(s), the LEA will implement one or more evidence-based strategies during the implementation year(s) of the award.

Acceptable		Not Acceptable	
Fully Meets—8–10 points	**Adequate/Meets—5–7 points**	**Limited/Approaches—3–4 points**	**Inadequate—0–2 points**
Applicant includes, for each eligible school, a clear and thorough demonstration of how, to the extent practicable and in accordance with its selected SIG reform model(s), the LEA will implement one or more evidence-based strategies during the implementation year(s) of the award.	Applicant includes, for each eligible school, a moderately clear demonstration of how, to the extent practicable and in accordance with its selected SIG reform model(s), the LEA will implement one or more evidence-based strategies during the implementation year(s) of the award.	Applicant includes, for each eligible school, a limited or unclear demonstration of how, to the extent practicable and in accordance with its selected SIG reform model(s), the LEA will implement one or more evidence-based strategies during the implementation year(s) of the award.	Applicant does not include, for each eligible school, an adequate or clear demonstration of how, to the extent practicable and in accordance with its selected SIG reform model(s), the LEA will implement one or more evidence-based strategies during the implementation year(s) of the award.

Reviewer's Comments

3.c. Strategies—Timeline of Strategies: The applicant *must* include, as an appendix item, a Timeline of Strategies that clearly delineates the steps the LEA will take to implement the selected reform model(s) in each school identified to include a thorough description of when each strategy will begin and end, how each strategy relates to specific objectives, and who is responsible for overseeing the strategy.

Acceptable	Not Acceptable
Adequate/Meets (5 points)	**Inadequate (0 points)**
Applicant includes a detailed Timeline of Strategies that clearly delineates the steps the LEA will take to implement the selected	Applicant does not include an adequate or clear Timeline of Strategies that delineates the steps the LEA will take to implement the selected

reform model(s) in each school identified to include • a thorough description of when each strategy will begin and end, • how each strategy relates to specific objectives, and • who is responsible for overseeing the strategy.	reform model(s) in each school identified to include • a thorough description of when each strategy will begin and end, • how each strategy relates to specific objectives, and • who is responsible for overseeing the strategy.

Reviewer's Comments

3.d. Strategies—Practices and Policies: The applicant *must* include a description of how the LEA will modify its practices or policies, if necessary, to enable it to fully and effectively implement the selected reform model(s).

Acceptable		Not Acceptable	
Fully Meets—5 points	**Adequate/Meets—3–4 points**	**Limited/Approaches—1–2 points**	**Inadequate—0 points**
Applicant includes a clear and detailed description of how the LEA will modify its practices or policies, if necessary, to enable it to fully and effectively implement the selected reform model(s).	Applicant includes a moderately clear description of how the LEA will modify its practices or policies, if necessary, to enable it to fully and effectively implement the selected reform model(s).	Applicant includes a limited or unclear description of how the LEA will modify its practices or policies, if necessary, to enable it to fully and effectively implement the selected reform model(s).	Applicant does not include an adequate or clear description of how the LEA will modify its practices or policies, if necessary, to enable it to fully and effectively implement the selected reform model(s).

Reviewer's Comments

4.a. Management and Sustainability—Oversight and Support: The applicant *must* include a description of how the LEA will provide effective oversight and support for implementation of the selected reform model(s) for each school to be served by providing a detailed list of key staff along with their job duties and SIG-related chain of command, including contacts for each school. LEAs *must* identify the project director and all key staff and describe their roles for the project (including résumés for the project director and other key staff as an appendix item). Certain reform models allow for establishing an administrative office focused on turnaround efforts to support each eligible school and its implementation of the selected intervention models. For an LEA implementing the Restart Model in a school, the district must describe how they have, or will, recruit, screen, and select external providers (charter school operators, CMOs, EMOs), if applicable, to ensure their quality.

Acceptable		Not Acceptable	
Fully Meets—6–7 points	**Adequate/Meets—4–5 points**	**Limited/Approaches—2–3 points**	**Inadequate—0–1 point(s)**
Applicant includes a clear and detailed description of how the LEA will provide effective oversight and support for implementation of the selected reform model(s) for each school that it proposes to serve by • providing a detailed list of key staff along with their job duties and SIG-related chain of command, including contacts for each school; • identifying the project director and all key staff and describe their roles for the project (including résumés for the project director and other key staff as an appendix item); • if applicable, describing plans for establishing an administrative office focused	Applicant includes a moderately clear description of how the LEA will provide effective oversight and support for implementation of the selected reform model(s) for each school that it proposes to serve by • providing a detailed list of key staff along with their job duties and SIG-related chain of command, including contacts for each school; • identifying the project director and all key staff and describe their roles for the project (including résumés for the project director and other key staff as an appendix item); • if applicable, describing plans for establishing an	Applicant includes a limited or unclear description of how the LEA will provide effective oversight and support for implementation of the selected reform model(s) for each school that it proposes to serve by • providing a detailed list of key staff along with their job duties and SIG-related chain of command, including contacts for each school; • identifying the project director and all key staff and describe their roles for the project (including résumés for the project director and other key staff as an appendix item); • if applicable, describing plans for establishing an administrative office focused on turnaround efforts to support each eligible school and its implementation of the selected intervention models;	Applicant does not include an adequate or clear description of how the LEA will provide effective oversight and support for implementation of the selected reform model(s) for each school that it proposes to serve by • providing a detailed list of key staff along with their job duties and SIG-related chain of command, including contacts for each school; • identifying the project director and all key staff and describe their roles for the project (including résumés for

on turnaround efforts to support each eligible school and its implementation of the selected intervention models; and • for an LEA implementing the Restart Model in a school, describing how they have, or will, recruit, screen, and select external providers (charter school operators, CMOs, EMOs), if applicable, to ensure their quality.	administrative office focused on turnaround efforts to support each eligible school and its implementation of the selected intervention models; and • for an LEA implementing the Restart Model in a school, describing how they have, or will, recruit, screen, and select external providers (charter school operators, CMOs, EMOs), if applicable, to ensure their quality.	and • for an LEA implementing the Restart Model in a school, describing how they have, or will, recruit, screen, and select external providers (charter school operators, CMOs, EMOs), if applicable, to ensure their quality.	the project director and other key staff as an appendix item); • if applicable, describing plans for establishing an administrative office focused on turnaround efforts to support each eligible school and its implementation of the selected intervention models; and • for an LEA implementing the Restart Model in a school, describing how they have, or will, recruit, screen, and select external providers (charter school operators, CMOs, EMOs), if applicable, to ensure their quality.

Reviewer's Comments

4.b. Management and Sustainability—Family and Community Engagement: The applicant *must* describe how the LEA will meaningfully engage families and the community in the implementation of the selected reform model(s) on an ongoing basis by discussing the plans and strategies for engaging families and the community while implementing the selected reform model and clearly describing how families will be involved in building, developing, and maintaining community partnerships as part of the model. LEAs *must* include a completed Chart of Community Partners and Involvement for each school to be served in the appendices.

Acceptable		Not Acceptable	
Fully Meets—5–6 points	**Adequate/Meets—3–4 points**	**Limited/Approaches—1–2 points**	**Inadequate—0 points**
Applicant provides a clear and detailed description of how the LEA will meaningfully engage families and the community in the implementation of the selected reform model(s) on an ongoing basis by • discussing the plans and strategies for engaging families and the community while implementing the selected reform model; • describing clearly how families will be involved in building, developing, and maintaining community partnerships as part of the model; and • including a completed Chart of Community Partners and Involvement for each school to be served in the appendices.	Applicant provides a moderately clear description of how the LEA will meaningfully engage families and the community in the implementation of the selected reform model(s) on an ongoing basis by • discussing the plans and strategies for engaging families and the community while implementing the selected reform model; • describing clearly how families will be involved in building, developing, and maintaining community partnerships as part of the model; and • including a completed Chart of Community Partners and Involvement for each school to be served in the appendices.	Applicant provides a limited or unclear description of how the LEA will meaningfully engage families and the community in the implementation of the selected reform model(s) on an ongoing basis by • discussing the plans and strategies for engaging families and the community while implementing the selected reform model; • describing clearly how families will be involved in building, developing, and maintaining community partnerships as part of the model; and • including a completed Chart of Community Partners and Involvement for each school to be served in the appendices.	Applicant does not provide an adequate or clear description of how the LEA will meaningfully engage families and the community in the implementation of the selected reform model(s) on an ongoing basis by • discussing the plans and strategies for engaging families and the community while implementing the selected reform model; • describing clearly how families will be involved in building, developing, and maintaining community partnerships as part of the model; and • including a completed Chart of Community Partners and Involvement for each school to be served in the appendices.

Reviewer's Comments			

4.c. Management and Sustainability—Monitoring: The applicant *must* describe how the LEA will monitor each school that receives SIG funds by establishing measurable, reasonable, and attainable annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measuring progress on the leading indicators as defined in the final requirements.

Acceptable		Not Acceptable	
Fully Meets—5 points	**Adequate/Meets—3–4 points**	**Limited/Approaches—1–2 points**	**Inadequate—0 points**
Applicant provides a clear and detailed description of how the LEA will monitor each school that receives SIG funds by - establishing measurable, reasonable, and attainable annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; and - measuring progress on the leading indicators as defined in the final requirements.	Applicant provides a moderately clear description of how the LEA will monitor each school that receives SIG funds by - establishing measurable, reasonable, and attainable annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; and - measuring progress on the leading indicators as defined in the final requirements.	Applicant provides a limited or unclear description of how the LEA will monitor each school that receives SIG funds by - establishing measurable, reasonable, and attainable annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; and - measuring progress on the leading indicators as defined in the final requirements.	Applicant does not provide an adequate or clear description of how the LEA will monitor each school that receives SIG funds by - establishing measurable, reasonable, and attainable annual goals for student achievement on the state's assessments in both reading/language arts and mathematics; and - measuring progress on the leading indicators as defined in the final requirements.

Reviewer's Comments

4.d. Management and Sustainability—Reform Sustainability: The applicant *must* include a description of the strategies the LEA will *implement in year five*, the sustainability year of the project, for each school to be served to include areas such as, but not limited to, personnel, curriculum, professional development, school climate, technology, family engagement, and partnerships within the community; a description of any applicable aspects of the reform model to be sustained; and a description of what the LEA will do to sustain the reforms at each school and ensure that the project will maintain its activities *beyond the term* of the grant.

Acceptable		Not Acceptable	
Fully Meets—6–7 points	**Adequate/Meets—4–5 points**	**Limited/Approaches—2–3 points**	**Inadequate—0–1 points**
Applicant includes a detailed and thorough description of • the strategies the LEA will *implement in year five*, the sustainability year of the project, for each school to be served to include areas such as, but not limited to, personnel, curriculum, professional development, school climate, technology, family engagement, and partnerships within the community; • a description of any applicable aspects of the reform model to be sustained; and • a description of what the LEA will do to sustain the reforms at each school and ensure that	Applicant includes a moderately detailed description of • the strategies the LEA will *implement in year five*, the sustainability year of the project, for each school to be served to include areas such as, but not limited to, personnel, curriculum, professional development, school climate, technology, family engagement, and partnerships within the community; • a description of any applicable aspects of the reform model to be sustained; and • a description of what the	Applicant includes a limited or unclear description of • the strategies the LEA will *implement in year five*, the sustainability year of the project, for each school to be served to include areas such as, but not limited to, personnel, curriculum, professional development, school climate, technology, family engagement, and partnerships within the community; • a description of any applicable aspects of the reform model to be sustained; and • a description of what the LEA will do to sustain the reforms at each school and ensure that the project will maintain its activities *beyond*	Applicant does not include an adequate or clear description of • the strategies the LEA will *implement in year five*, the sustainability year of the project, for each school to be served to include areas such as, but not limited to, personnel, curriculum, professional development, school climate, technology, family engagement, and partnerships within the community; • a description of any applicable aspects of the

the project will maintain its activities *beyond the term* of the grant.	LEA will do to sustain the reforms at each school and ensure that the project will maintain its activities *beyond the term* of the grant.	*the term* of the grant.	reform model to be sustained; and • a description of what the LEA will do to sustain the reforms at each school and ensure that the project will maintain its activities *beyond the term* of the grant.

Reviewer's Comments

5. Evaluation: The LEA *must* develop an overall evaluation structure for their project to ensure timely and detailed information is available to monitor their progress to include regular evaluation of progress for each phase of the project (i.e., planning, implementation, and sustainability) to ensure effective use of resources and a planned course of action in the event that changes are necessary and impact the scope of work.

Acceptable		Not Acceptable	
Fully Meets—5 points	**Adequate/Meets—3–4 points**	**Limited/Approaches—1–2 points**	**Inadequate—0 points**
Applicant provides a detailed and clear overall evaluation structure for their project to ensure timely and detailed information is available to monitor their progress that includes • regular evaluation of progress for each phase of the project (i.e., planning, implementation, and sustainability) to ensure	Applicant provides a moderately clear overall evaluation structure for their project to ensure timely and detailed information is available to monitor their progress that includes • regular evaluation of progress for each phase of the project (i.e., planning, implementation, and	Applicant provides a limited or unclear overall evaluation structure for their project to ensure timely and detailed information is available to monitor their progress that includes • regular evaluation of progress for each phase of the project (i.e., planning, implementation, and sustainability) to ensure effective use of resources, and	Applicant does not provide an adequate overall evaluation structure for their project to ensure timely and detailed information is available to monitor their progress that includes • regular evaluation of progress for each phase

effective use of resources, and • planned course of action in the event that changes are necessary and impact the scope of work.	sustainability) to ensure effective use of resources, and • planned course of action in the event that changes are necessary and impact the scope of work.	• planned course of action in the event that changes are necessary and impact the scope of work.	of the project (i.e., planning, implementation, and sustainability) to ensure effective use of resources, and • planned course of action in the event that changes are necessary and impact the scope of work.

Reviewer's Comments

Application Budget: The applicant *must* provide a budget that indicates the amount of SIG funds it will use each year in each school it proposes to serve and the funds it will use to conduct LEA-level activities designed to support implementation of the selected reform models in each school to be served.

Acceptable	Not Acceptable
Adequate/Meets—0 points	**Inadequate—0 points**
Applicant provides a detailed budget that clearly indicates • the amount of SIG funds it will use each year in each school it proposes to serve, and • the funds it will use to conduct LEA-level activities designed to support implementation of the selected reform models in each school to be served.	Applicant does not provide a budget that clearly indicates • the amount of SIG funds it will use each year in each school it proposes to serve, and • the funds it will use to conduct LEA-level activities designed to support implementation of the selected reform models in each school to be served.

Reviewer's Comments

Appendix C: Required SCDE Forms

Certification Signature Page SCDECS-101

Certification

I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and documentation, and the applicant will comply with the School Improvement Grant Specific Assurances and the SCDE Assurances and Terms and Conditions if the grant is awarded. The applicant is registered and current (active) in the federal System for Award Management (SAM) at www.sam.gov.

Authorized Official (LEA superintendent)

Name:	
Position:	E-mail:
Telephone:	Fax:

Signature of Authorized Official:	Signature of Authorized Financial Official:
Date Signed:	Date Signed:

School(s) to Be Served (include signatories for all schools to be served)

School Name:	School Name:
Signature of Authorized Official (Principal):	Signature of Authorized Official (Principal):
Date Signed:	Date Signed:

School Name:	School Name:
Signature of Authorized Official (Principal):	Signature of Authorized Official (Principal):
Date Signed:	Date Signed:

Please complete, print, and obtain signatures prior to submission. Include the signed, scanned form in the Required Appendices as indicated on page 30.

For informational purposes only
The applicant certifies to abide by the School Improvement Grant Specific Assurances by signing and submitting the Certification Signature Page (SCDESC-101).

School Improvement Grant Specific Assurances

The Signatories assure that they will—
   (a) use their School Improvement Grant to fully and effectively implement an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements;
   (b) establish annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each priority and focus school that it serves with school improvement funds;
   (c) report to the SCDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation; and
   (d) ensure that each priority and focus school that it commits to serve receives all of the state and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

Assurances and Terms and Conditions for Federal Awards and Subawards

For informational purposes only

The applicant certifies to abide by the SCDE Assurances by signing and submitting the Certification Signature Page (SCDESC-101).

Assurances

I certify that this applicant

A. Has the legal authority to apply for federal assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
B. Will give the South Carolina Department of Education (SCDE) access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with Generally Accepted Accounting Principles (GAAP) or agency directives.
C. Has an accounting system with sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. The financial management systems are capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system is able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the applicant will maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs are shown in books or records (e.g., disbursements ledger, journal, payroll register) and are supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
D. Will also comply with the Office of Management and Budget 2 CFR Part 200 Subpart E-Cost Principles related to the allowability, reasonableness, and allocability of costs consistent with the approved budget and also by maintaining required support for salaries and wages. Required support includes certifications and/or personnel activity records depending upon the amount of time spent on cost objectives.
E. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
F. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
G. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability and comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975. The grantee will take affirmative action to ensure that applicants for employment and the employees during the period of their employment are treated without regard to their race, color, religion, age, sex, national origin, or disability.
H. Has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Education* (20 U.S.C. § 7904).
I. Will comply with the Family Educational Rights and Privacy Act. (20 U.S.C. §1232g; 34 CFR Part 99).
J. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2014)).

K. Will comply with the South Carolina Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2014) if the amount of this award is $50,000 or more and the federal Drug Free Workplace Act of 1988 (41 USC 702).

L. Will provide information to the SCDE, as requested, regarding the reporting requirements of the Federal Funding Accountability and Transparency Act (FFATA), which requires the SCDE to file a FFATA subaward report by the end of the month following the month in which it awards any subgrant equal to or greater than $25,000.

M. Will comply with 2 CFR Part 25 and register and receive a unique entity identifier, fulfill the requirement for the System for Award Management at www.sam.gov, maintain the currency of the registration throughout the full grant term, and allow access by the granting agency to ensure compliance.

N. Will comply with 2 CFR Part 200.112 and disclose in writing any potential conflict of interest to the SCDE.

O. Will comply with 2 CFR Part 200.113 and disclose in writing to the SCDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.

P. Will comply with conditions under Executive Order 13513 "Federal Leadership on Reducing Text Messaging While Driving" (October 1, 2009) by refraining from texting messaging while driving during official grant business.

Terms and Conditions

A. **Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.

B. **Non-awards/Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. If the SCDE rejects an application, the applicant has a right to request a hearing, as provided by 2 CFR Part 200.341 and CFR Part 76.401, if it alleges the SCDE's actions violate a state or federal statute or regulation by (1) disapproving of or failing to approve the application or project, in whole or in part, or (2) failing to provide funds in amounts in accordance with the requirements of statutes and regulations.

After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for allowable expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal. Federal grants will be terminated in accordance with 2 CFR Part 200.339 and 200.340.

In the event that this grant is terminated, the grantee shall have a right to a hearing as set forth in 34 CFR Part 76.783. The grantee must notify the SCDE of its request for a hearing within 30 days of receiving written notice of the termination. If a hearing is requested, the SCDE will conduct the hearing in accordance with the procedures outlined in 34 CFR Part 76.401(d)(2)–(7).

C. **Reduction in Budgets and Negotiations.** The SCDE reserves the right to negotiate budgets with applicants. The SCDE may, at its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the applicant. The applicant may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case, the SCDE shall notify the applicant of the amount that can be funded, and the applicant and the SCDE shall negotiate a modification to the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

D. **Amendments to Grants.** Amendments are permitted generally for budgets, grant end date, and management upon the mutual agreement of the parties involved and will become effective when

specified in writing and signed by both parties. However, amendments to scope of work that significantly alter the original application proposal may trigger partial or full termination consistent with 2 CFR Part 200.339 and 200.340.

E. **Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the approved project plan and approved budget and budget narrative.

F. **Submission of Expenditure Reports.** Claims for reimbursement must be made at least quarterly and consistent with calendar quarters (e.g., an expenditure report claim for costs for January 1 through March 30 must be filed by May 15).

G. **Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the end or termination date of the grant period. No obligations are allowed after the end of the grant period. The final request for expenditure report claims must be submitted no later than thirty (30) days after the end of the grant period.

H. **Deobligation of Funds.** After a final expenditure report claim has been submitted to the SCDE, the grantee will go through the official deobligation process with the SCDE.

I. **Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant. The grantee must review the memo regarding "Guidelines for Retaining Documentation to Support Expenditure Claims," available at: http://ed.sc.gov/agency/as/documents/ Guidelines_RetainingDocToSupportExpenditureClaims.pdf.

J. **Travel Costs.** Travel costs, if allowed under this solicitation, must not exceed limits noted in the United States General Services Administration (www.gsa.gov) regulations for lodging. Meals and incidentals are limited by the state budget proviso, currently not to exceed $25 per day for in-state travel and $32 for out-of-state travel. Mileage reimbursement must follow the current Office of Comptroller General instructions, which is consistent with the published IRS rates.

K. **Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. Applicants should check with the program office before budgeting for honoraria.

L. **Reports.** The grantee shall submit, as required or instructed by the awarding program office, all reports (programmatic, financial, or evaluation) within the specified period or date and in the prescribed format. An expenditure claim report must be filed by August 15 for all expenditures incurred by June 30 in order to comply with the Generally Accepted Accounting Principles (GAAP) and the production of the State's Comprehensive Annual Financial Report.

M. **Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.

N. **Certification Regarding Lobbying, Suspension, and Debarment.** By submitting an application, the applicant certifies, to the best of its knowledge and belief, that the

- Applicant and/or any of its principals, subgrantees, or subcontractors
  - Have not paid or will not pay to any person any federally appropriated funds for the purpose of influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with making any federal grant and the extension continuation, renewal, amendment, or modification of any federal grant, as defined at 34 CFR Part 82.105 and 82.110. If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or any employee of a Member of Congress in connection with this federal grant, the undersigned shall complete and submit Standard Form LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

- o Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency as stated at 34 CFR Part 180 or 2 CFR Part 3485.
  - o Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violated federal or state antitrust statutes relating to the submission of offers; or committed embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property.
  - o Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

O. **Audits.**
  - Entities expending $750,000 or more in federal awards:
    Entities that expend $750,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of 2 CFR Part 200.501, *et seq*. Except for the provisions for biennial audits provided in 2 CFR Part 200.504 (a) and (b), audits must be performed annually as stated at 2 CFR Part 200.504. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.
  - Entities expending less than $750,000 in federal awards:
    Entities that expend less than $750,000 in a fiscal year in federal awards are exempt from the audit requirements in 2 CFR Part 200.504. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

P. **Records.** The grantee shall retain federal grant records, including financial records and supporting documentation, for a minimum of six (6) years after the end date of the grant when the final expenditure report claim for reimbursement and all final reports have been submitted, unless informed otherwise or in the case of litigation.

Q. **Electronic Signature Agreement.** I agree that my electronic signature is the legally binding equivalent to my handwritten signature.

GEPA: Notice to All Applicants

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a state-formula grant program, a state needs to provide this description only for projects or activities that it carries out with funds reserved for state-level uses. In addition, local school districts or other eligible applicants that apply to the state for funding need to provide this description in their applications to the state for funding. The state would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the federally funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

   (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
   (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in Braille for students who are blind.
   (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it intends to conduct "outreach" efforts to girls to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Timeline of Strategies

Start Date–End Date	Strategy to Achieve Objective	Related Objective	Evidence that Proves Strategy Has Been Completed OR Data to Be Collected from Strategy	Persons/Agency Responsible

Optional Forms

Grant Design Chart
(Plan of Operation)

SCHOOL: _____   REFORM MODEL: _____

Objectives	Strategy	Begin/End Dates	Personnel	Outcomes			Evaluation	Budget
				Short	Mid	Long		
A.	A-1:							
	A-2:							
	A-3:							
B.	B-1:							
	B-2:							
	B-3:							
C:	C-1:							
	C-2:							
	C-3:							
D:	D-1:							
	D-2:							
	D-3:							

Note: Make sure LEA identifies the specific requirements for appropriate model.

2015–16 School Improvement Grant
Office of School Transformation

Objectives Worksheet

SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION

Objectives Worksheet

Objective:	
Directions	
1. Identify a result you expect to achieve through this program.	
2. Describe what you will do to achieve this result.	
3. What data will you collect to indicate achievement of objective?	
4. List any benchmarks for progress toward achieving this result over time.	
5. Combine the information from Steps 1–4 into one sentence. (This combined statement is a performance measure.)	
6. How long will it take to achieve this objective?	
7. What baseline data will you need to collect to measure achievement of objective?	